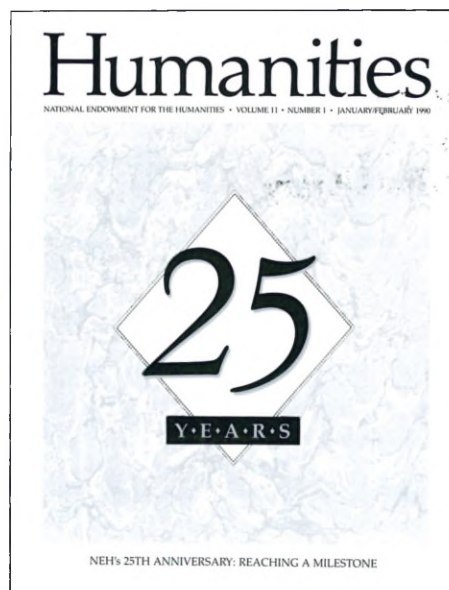


Humanities

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NEH's 25TH ANNIVERSARY: REACHING A MILESTONE



Humanities

A bimonthly review published by the National Endowment for the Humanities

Chairman: Lynne V. Cheney

Director, Communications Policy:

Marguerite Hoxie Sullivan

Editor: Mary Lou Beatty

Assistant Editors: James S. Turner
Ellen Marsh

Production Editor: Scott Sanborn

Production Assistant: Susan Querry

Editorial Assistant: Kristen Hall

Marketing Director: Joy Evans

Editorial Board: Marjorie Berlincourt,
Harold Cannon, Richard Ekman,
George Farr, Donald Gibson,
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Editor's Note

Reaching a Milestone: 1965–1990

The words that were written twenty-five years ago calling for the creation of a "national humanities foundation" had an eloquence to them:

"The humanities are the study of that which is most human. Throughout man's conscious past they have played an essential role in forming, preserving, and transforming the social, moral, and aesthetic values of every man in every age . . .," a group of prominent citizens wrote in the Report of the Commission on the Humanities.

"One cannot speak of history or culture apart from the humanities. They not only record our lives; our lives are the very substance they are made of. Their subject is every man. We propose, therefore, a program for all our people, a program to meet a need no less serious than that for national defense. We speak, in truth, for what is being defended—our beliefs, our ideals, our highest achievements."

How that need has been met is one of the themes of this anniversary issue. We recall accomplishments of the past and talk with Chairman Lynne V. Cheney about how far the Endowment has gone and what the future may hold.

In any history, there are dramatic moments—crowds of more than five million people seeing the exhibition of Tutankhamun, another million visiting the showing of the Scythian gold, millions more watching *The Adams Chronicles* on television. Those are public programs that attract attention, but they are only a small measure of what the Endowment does.

The Endowment supports the humanities in countless quieter ways: It sends a teacher to a summer seminar; it enables a scholar to visit an archive; it brings together a translator and her texts; it helps a college endow a professorship; it gives a historian time from the classroom to finish a book.

There are big grants and small, from \$750 for a professor to visit a research library in Khartoum, to \$2.5 million for the New York Public Library to preserve the knowledge contained in 40,000 volumes in American history and culture.

Over the past twenty-five years there have been 144,000 applications in all and 41,000 grants made, for a total of \$1.97 billion. Just as important, the federal program has stimulated the giving of another \$1.3 billion by the private sector.

As the Endowment looks ahead to its next quarter century, a passage from that first Commission on the Humanities of twenty-five years ago sounds hauntingly contemporary:

"Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions and personal liberty are inevitably imperilled. To know the best that has been thought and said in former times can make us wiser than we otherwise would be, and in this respect the humanities are not merely our, but the world's best hope. . . .

"World leadership of the kind which has come to the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. . . .

"Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or lack of it, the national use of our environment and our material accomplishments." The goals sound as appropriate for the 1990s as they did when they were first written twenty-five years ago.

—Mary Lou Beatty

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A Conversation with...

In May of 1986, Lynne V. Cheney became the fifth Chairman of the National Endowment of the Humanities. In this issue, the editors of Humanities talk with her about her own stewardship and what she sees in store for the agency as it observes its twenty-fifth anniversary.

Q: You've been Chairman of the Endowment for almost four years—how have you seen the state of the humanities change during that time?

Cheney: Four years isn't long enough, really, to discern large trends. I have seen the passing of fads, however. When I first became Chairman, "deconstruction" was the hot topic, viewed as salvation for the humanities by some and as their destroyer by others. Now it's passé. Oscar Wilde once said that "nothing is so dangerous as being too modern. One is apt to grow old-fashioned quite suddenly." Four years is enough time to have seen the accuracy of his observation.

Q: You've been asked this question before, but an anniversary may be a time to ask again—why should there be an NEH? What difference, if any, can and should public funding of the humanities make in the next decade? Or in the next century?

Cheney: Public funding of the humanities is symbolically important, first of all. It represents a commitment to what Edith Hamilton called the "imponderables"—beauty, thought, imagination—qualities that add grace and dignity to our national life.

I'm convinced that public funding of the humanities has helped bring about the burgeoning interest in them on the part of the public as a whole. That interest has blossomed during the time that NEH—and the



Photos by Teresa Zabala

NEH Chairman Lynne V. Cheney

state councils—have been in existence, and I believe that projects we have made possible are part of the reason.

The humanities have not flourished over the last twenty years on our nation's campuses. You know the statistics. In 1966, one out of six students majored in the humanities; in 1986, the number was one out of sixteen. The reasons for this decline are many and complicated; but I think there is a very precise contribution that we at the Endowment can make toward restoring the humanities to a central place in college and university education: that is, by encouraging good teaching and encouraging institutions to value it. Everyone I know who loves the humanities came to love them through thoughtful, committed, and inspiring teachers. The work of such teachers ought to be rewarded and recognized.

Q: Anything the government funds it can refuse to fund, subjecting projects to inappropriate political pressure. Doesn't this show that it is dangerous to freedom of expression for the government to fund arts and humanities activities?

Cheney: That is a kind of question that I hear being asked with increasing frequency, largely because of the recent controversy over projects funded by the National Endowment for the Arts and because of the way various people have defined that controversy. Although there have been peripheral events and decisions surrounding the funding of the controversial projects that one could argue are about freedom of expression, the most central question is not about that. It's not about censorship, but about sponsorship and about what it is appropriate for taxpayer dollars to fund.

To fail to make this crucial distinction not only muddles what the current controversy is about, it has enormous consequences for the way that many people regard these Endowments and the importance of their continuing.

Q: You've been in the forefront of the national discourse over education. In the best of all possible worlds what would you like to see occurring in education from kindergarten through high school?

Cheney: I'd like to see American students reading important works of literature throughout their school years, simpler ones in the early grades, more challenging ones later on. While there should be time for them to read a wide variety of writers, we must particularly encourage them to know their own literary heritage. It amazes to me to talk to Soviet citizens and find them more knowledgeable about American writers than Americans tend to be. James Fenimore Cooper, Jack London, Theodore Dreiser, and Ernest Hemingway are commonly read by Soviet students. I wonder how many of our students have read these authors?

I'd also like to see history in the schools almost every year. If it is our goal to have students know the history of this nation, of Western civilization, and of other cultures, then we need substantial curricular commitment to it. But intellectual commitment is at least as important, and here history is being well served. The respected scholars and teachers who have been involved with the work of the Bradley Commission and the Education for Democracy Project, those who have helped develop California's new history and social sciences curriculum, those

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like history,
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who are working with the NEH/UCLA History Center—all these people are bringing to the teaching of history a level of thought and imagination that should be of great benefit to students in the years ahead.

It particularly concerns me that theoretical ideas about the value of texts—particularly assertions that no text is more intrinsically worthy than any other—have filtered down to the schools, weakening the sense that there are important works of literature that all students should read. The French, from whom many of these theoretical notions come,

somehow manage to have a curriculum full of great books, from the French tradition particularly—Moliere, Voltaire, Rousseau, Balzac—but also from the classical world and from other languages. Their seventh and eighth graders read Grimm, Andersen, Kipling, and Hemingway. It would be interesting to know more about why literary theory and pedagogy seem to exist in different realms in France.

Q: Does NEH's mission of improving the study of history and literature even make sense in a school environment characterized by violence, drugs, teen pregnancy, dropouts?

Cheney: So many of the problems you mention occur when young people lack a sense of how today's actions affect tomorrow; and if we want them to have that sense, then we have to provide opportunities for them to study how yesterday's decisions have shaped today. One of the best ways to understand causes and consequences is to study history.

Literature, like history, almost inevitably leads to questions of value and to an understanding that it is possible to have values different from one's peers. Both literature and history convey the sense that choices are possible and enrich perceptions of what the choices are.

I don't mean to suggest that history and literature are the solution to these grave social problems, but they can be part of it, particularly by allowing young people—and adults, for that matter—to think beyond the here and now.

Q: Should parents be choosing their own public schools for their children?

Cheney: In many places they already are, and I suspect the number will

grow dramatically in the years ahead. First of all, as an idea choice makes sense. We all know that institutions tend not to improve unless there is reason for them to. Choice, by introducing competition, provides a reason. It also gives parents and students a feeling of having invested in a school, a sense of ownership which is powerful motivation for working to advance the institution.

Choice is also an appealing concept because it seems fair. It gives to parents who are poor something that many middle and upperclass parents already have. If middle or upper class parents don't like the neighborhood school, they can move. Perhaps they can even send the child to private school. Poor parents should also have the ability to choose their children's school.

Moreover, choice works. The most dramatic example is school district four in New York's Spanish Harlem. A decade or so ago, district four's test scores were in the basement. It ranked thirty-second out of thirty-two districts. A choice plan was instituted and now district four ranks sixteenth. That's a dramatic improvement.

Q: You have said that the humanities provide a "civic glue" that helps bind us together as a nation. But different groups have their own cultures. Shouldn't the humanities celebrate this diversity rather than trying to subsume everyone under a single dominant culture?

Cheney: As the core curriculum proposed in *50 Hours* (the latest NEH report) stressed, life in the United States has been enriched by people of diverse cultural backgrounds. But there are legacies we share, and primary among them is our democratic way of life. Understanding how democratic institutions have come into being, what sacrifices have been



made to preserve them, what conditions will make them thrive—that is a civic glue binding us as a nation.

Q: You have criticized Stanford University for cutting required readings in Western classics in order to make room for non-Western texts. But isn't it important for Americans in a shrinking world to understand these other cultures?

Cheney: Before Stanford decided to do away with its Western civilization sequences, it had a plan in place that was quite admirable: Students were required to study Western civilization and to take a non-Western course as well. I understand that some faculty members felt that the non-Western courses were not as strong as they should be, in which case, one would have expected the institution to move to strengthen them. That the faculty would choose instead to dismantle the Western civilization sequences is difficult for many people to understand.

The point is that students need to

comprehend, in a coherent and substantive way, traditions outside the West. But even more crucial, they need opportunities to explore the Western tradition, from which our society has inherited so many of its legal, educational, social, and political practices.

Q: You have criticized overspecialized research. But isn't specialization essential in research? Wouldn't popularization harm research?

Cheney: What I have criticized is a value system that exalts specialized research above all else. There is no doubt about the importance of research in the humanities nor of the role specialization plays in advancing it. But when all rewards depend on research achievements, teaching suffers. When all rewards depend on specialized knowledge, the work of scholars who aim to communicate with the public at large is even demeaned. I listened to a learned group not long ago make scathing comments about a recently published work of history. It seemed to have aroused their ire largely because it had reached a large audience.

The physicist Erwin Schrödinger once observed, "If you cannot—in the long run—tell everyone what you have been doing, your doing has been worthless." I'd say that is at least as important for those of us in the humanities to keep this in mind as it is for our colleagues in the sciences.

Q: What advice would you give to an NEH Chairman of the 21st century?

Cheney: It would be the same in the 21st century as in any other time: Preserve what is most worth preserving, change what is most in need of change, and leave to posterity all, and better than you "inherited." □

NEH AT 25

A RETROSPECTIVE

IN THE EARLY 1960s, with the national focus on technology and the race to the moon, a group of scholars sat down to address a different concern: the need to strike a balance for the humanities so that men "would be more likely to become masters of their technology and not its unthinking servants."

To that end, a private Commission on the Humanities was set up, chaired by Barnaby C. Keeney of Brown University, and made up of representatives from the American Council of Learned Societies, the Council of Graduate Schools in the United States, and the United Chapters of Phi Beta Kappa.

The commission began its work early in 1963 and took more than a year to thrash out two fundamental questions: whether the expansion of activities in the humanities was in the national interest and deserved federal financing, and second, whether a new agency should be created rather than working through an existing one.

"This Commission conceives of the humanities, not merely as academic disciplines confined to schools and colleges, but as functioning components of society which affect the lives and well-being of all the population . . .," the commission wrote. "Even the most gifted individual, whether poet or physicist, will not realize his full potential or make his fullest contribution to his times unless his imagination has been kindled by the aspirations and accomplishments of those who have gone before him. Humanist scholars have therefore a special responsibility. . . . They have the privilege and obligation of interpreting the past to each new generation of men who necessarily must live in one small corner for one little stretch of time."

Their findings struck a responsive chord. Four months after the report was issued, Congressman William S. Moorhead of Pennsylvania introduced the first legislation designed to carry out the commission's recommendations. His proposal served as the prototype for seventy-six more bills to establish a National Humanities Foundation, but the legislation was complicated by problems of defining the relationship of the arts and the humanities. In the end, Senator Claiborne Pell of Rhode Island introduced a

bill that embodied the administration's views and proposed a foundation with two coequal endowments.

In the summer of 1965, Congress passed the act, which authorized the establishment of a National Foundation on the Arts and Humanities (NFAH), consisting of the National Endowment for the Arts and the National Endowment for the Humanities. The legislation became law on September 29, 1965, and Barnaby C. Keeney, who had headed the original commission, was named the Endowment's first Chairman.

In the early years of its existence, the National Endowment for the Humanities shared support staff with the Endowment for the Arts, an arrangement that ended in 1977. The two agencies have shared buildings for much of the time, from their first headquarters at 1800 G Street, N.W., in Washington, D.C., in a building occupied by the National Science Foundation, to their present location in the renovated Old Post Office at 1100 Pennsylvania Avenue, N.W.

From that first staff of thirty people, the figure has grown to 250. And from two grants totaling \$39,000 in the first two years of existence, the agency this past year reviewed 8,037 applications and made an estimated 2,400 awards totaling \$137 million. Over the twenty-five years of the Endowment's existence, 144,000 applications have been reviewed and 41,000 grants made, totaling \$1.97 billion. The grants have generated more than \$1.3 billion in matching gifts from the private sector, nearly \$801 million through the Challenge Grants program. Grantees in most programs also commit a portion of their own funds, in many cases as much as half the total project cost.

The agency began with three divisions—Fellowships, Research and Publication, and Education and Special Projects—and as the process became larger and more complex, reconfigured itself into the present five divisions—Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs—and two offices—Challenge Grants and Preservation. One-fifth of the Endowment's annual budget goes to humanities councils in the fifty states, Puerto Rico, the U.S. Virgin Islands, and the District of Columbia.



President Johnson signs law creating NEH

DECLARATION OF PURPOSE

Sec. 2. (20 U.S.C. 951)

The Congress hereby finds and declares (1) that the encouragement and support of national progress and scholarship in the humanities and the arts, while primarily a matter for private and local initiative, is also an appropriate matter of concern to the Federal Government;

(2) that a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future;

Excerpt from Public Law 89-209



Barnaby C. Keeney, first Chairman

National Endowment for the Humanities



First Annual Report
Fiscal Year 1966

The agency's first annual report

1965-66

1964 The Commission on the Humanities, formed in 1963 and chaired by Barnaby Keeney of Brown University, releases a report on April 30, 1964, calling for the establishment of a national humanities foundation. "Without the exercise of wisdom, free institutions and personal liberty are inevitably imperilled," the report said. "To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's best hope."

Rep. William S. Moorhead of Pennsylvania introduces a bill to implement the recommendation.

1965 In the first weeks of the 89th Congress, seventy-six bills signed by forty senators and 105 representatives are introduced to establish the new agency. A bill introduced by Senator Claiborne Pell of Rhode Island passes, creating a National Foundation on the Arts and the Humanities (NFAH).

● On September 29, 1965, President Johnson signs P.L. 89-209, establishing NFAH. He selects Keeney, who headed the original commission, to become the first Chairman. While Keeney completes the academic year as president of Brown University, Henry Allen Moe serves as the Interim Chairman. The agency's first home is 1800 G

Street, N.W. in a building largely occupied by the National Science Foundation.

1966 In January, the President appoints the first members of the National Council on the Humanities. The Council meets and in late June recommends the first NEH grants. Two grants are formally awarded by the end of the fiscal year, June 30. The recipients are the American Society of Papyrologists and the American Council of Learned Societies (ACLS).

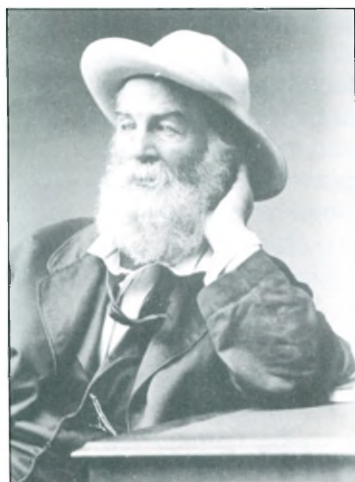
● On July 1, Barnaby Keeney begins his four-year term as the first Chairman of the Endowment.
● By summer, NEH has established three operating

divisions: Fellowships, Research and Publications, and Education and Special Projects. An Office of Planning and Analysis is also created to oversee agency expenditures.

1967 The first 157 NEH fellowships and 130 summer stipends are awarded.

● The Modern Language Association receives a grant to establish the Editions of American Authors series.
● A grant is given to begin work on the first complete works of John Dewey.
● A grant is given for publication of the letters of Supreme Court Justice Louis Brandeis.
● Funding begins for a half dozen reference volumes:

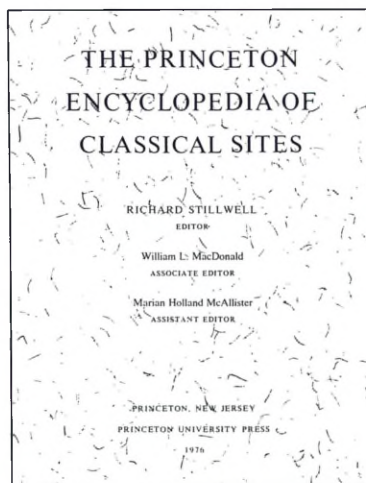
1968



"Collected Writings of Walt Whitman"



Archaeological excavation at Corinth



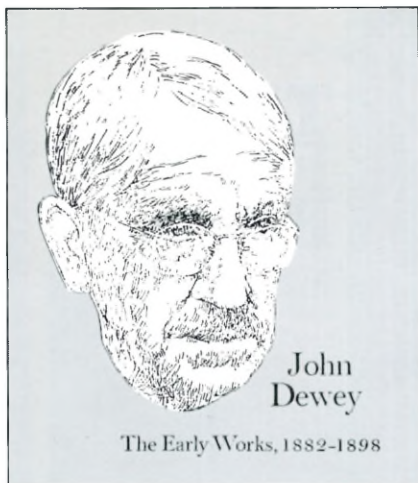
Encyclopedia of Classical Sites



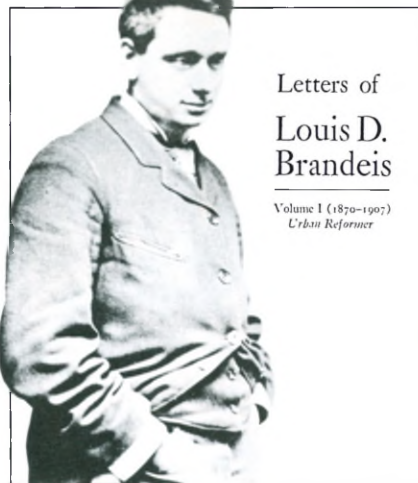
"The Booker T. Washington Papers"



Editions of American Authors



"John Dewey: The Early Works, 1882-1898"



"Letters of Louis D. Brandeis"



Old Spanish language dictionary

1967

The Encyclopedia of American Popular Beliefs and Superstitions; The Dictionary of the Old Spanish Language; The Biographical Dictionary of Actors, Actresses, Musicians, Dancers, Managers, and Other Personnel of the London Stages from 1660 to 1880; The Wellesley Index to Victorian Periodicals; and l'Année Philologique.

- 1968** Volume I of the *Collected Writings of Walt Whitman* is published.
- The first volume of the papers of Booker T. Washington is published.
 - Funding begins on *The Princeton Encyclopedia of Classical Sites*.
 - The University of Texas undertakes an archaeological dig in Corinth.

- 1969** The Division of Education and the Division of Public Programs are formed out of the old Division of Education and Special Projects.
- The Humanities and Arts Endowments move to the GSA building at 1800 F Street, N.W.
 - Dumas Malone completes first book of *Jefferson the President*, part of a multivolume study of Jefferson and his time.
 - The Kyrenia Ship Project works to recover the oldest known ancient Greek merchant vessel from the Mediterranean.
 - Stanley Elkins, with support from an NEH research grant, completes *Slavery: A Problem in American Institutional and Intellectual Life*.

- 1970** Barnaby Keeney's term as Chairman expires; Wallace Edgerton becomes Acting Chairman.
- Funding begins for *The Atlas of Early American History*.
 - An educational TV series, "The Pacific Northwest, Today and Yesterday," is offered in Washington State.
 - W. W. Abbott of the University of Virginia undertakes the first comprehensive edition of *The Papers of George Washington*.
 - The thirteen-part BBC television series, "Civilisation," spanning 1,600 years of Western culture, is distributed free to 2,000 colleges and universities across the United States.
 - *Foxfire* magazine project is started by high school

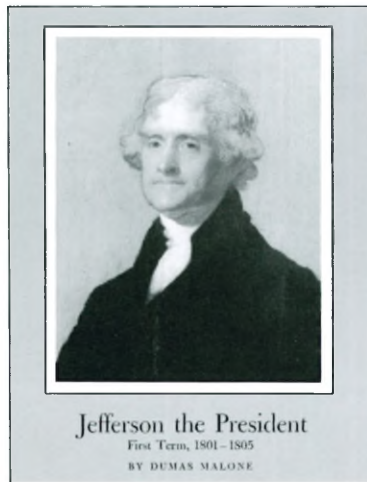
students in the mountains of Georgia to record the oral histories and culture of a vanishing way of life.

- 1971** State councils: NEH begins to explore ways to reach out-of-school audiences, with test models in six states—Georgia, Maine, Missouri, Oklahoma, Oregon, and Wyoming.
- One model program is built upon continuing education in colleges; the second is organized within existing state arts councils, and the third consists of ad hoc citizens committees set up solely to consider a humanities program. The most successful approach is ad hoc committees.
- Within a year, eleven

1969



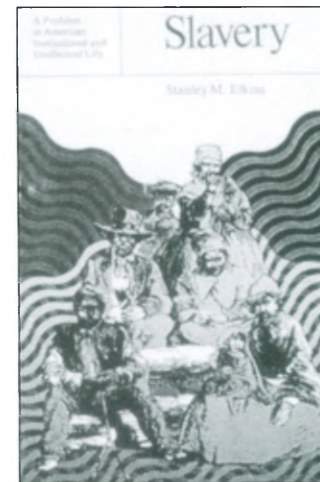
GSA Building, second home of NEH



"Jefferson the President," Volume I



Underwater archaeology at Kyrenia, Cyprus



Study of slavery in the U.S.



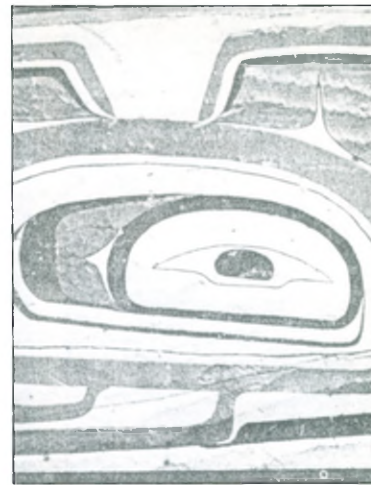
"Civilisation" television series



"The Papers of George Washington"



"Foxfire" student magazine enterprise



"The Pacific Northwest" TV series

1970

more states are involved: Alaska, Florida, Iowa, Kansas, North Carolina, Louisiana, Nevada, Ohio, South Dakota, Wisconsin, and Minnesota.

In the early years, grants of \$100,000 are awarded to participating states, with the council serving as a catalyst and regranting the money to persons or groups. In 1976, state councils are mandated by law, and Congress directs that at least 20 percent of the NEH program budget be allocated among them. The program grows to \$25 million annually, for a variety of projects: reading and discussion groups, chautauquas, film documentaries, state histories, lecture series, collections of

indigenous literature, museum and traveling exhibitions, and programs for teachers.

- The Endowments move to the Shoreham Building at 806 15th Street, N.W.
- Funding begins for the *Dictionary of American Regional English*.
- A new edition of *Walden*, under the auspices of the Modern Language Association's Center for Editions of American Authors, is published.
- The Cataloguing in Publication program begins.
- Pennsylvania State University Medical School opens the first medical school humanities program with Endowment support.
- In December, Ronald Ber- man becomes Chairman.

1972 The Division of Public Programs is established to combine state-based programs, museums, media, and program development.

- Lionel Trilling delivers the first Jefferson Lecture, "Mind and the Modern World," in Washington, D.C.
- Summer Seminars for College Teachers and youth-grants programs are begun.
- Support begins for IREX, the International Research and Exchange Board administering scholarly exchanges and collaborative research with the Soviet Union and Eastern Europe.
- Grants-in-aid are begun to ACLS for short-term research projects.
- The National Humanities Series tours the country.

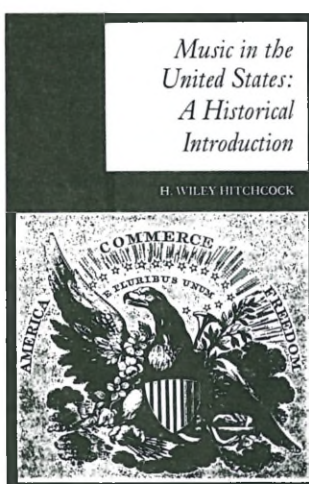
1973 In the first exchange of its kind, forty-one impressionist and postimpressionist masterpieces from the Soviet Union go on exhibition in United States, with NEH educational material.

- First Summer Seminars for College Teachers held.
- Courses by Newspaper, a college-level twenty-part series on "America and the Future of Man," is distributed via newspaper on army bases in Europe and in 263 American cities.
- The BBC/Time-Life adaptation of *War and Peace* is telecast in the United States by PBS with NEH support.
- Peter Gay, aided by an Endowment research grant, completes the *History of Culture*, and H. Wiley

1973



Paintings from the U.S.S.R. tour U.S.



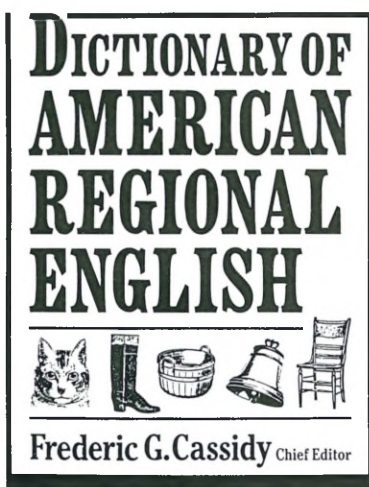
"Music in the United States"



"War and Peace" is telecast in U.S.



Courses by Newspaper



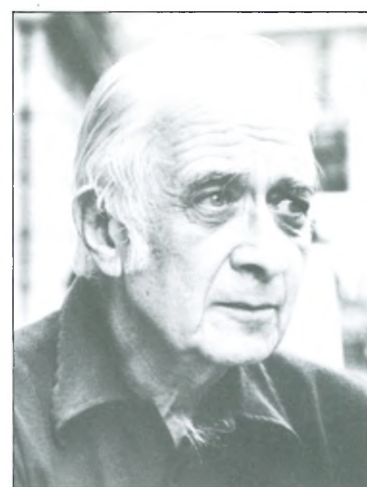
Dictionary of Regional English



MLA edition of Thoreau's "Walden"



First state humanities programs



Trilling: First Jefferson Lecturer

1971-72

Hitchcock finishes *Music in the United States*.

- Support of ACLS fellowship programs begins.
- The *Encyclopedia of Bioethics* is funded.
- Erik Erikson delivers the second Jefferson Lecture in Washington, on "Dimensions of the New Identity."

1974 First National Humanities Institute is established at Yale University with an NEH grant of \$2.7 million.

- Grants are awarded for the first centers for advanced study to support independent research in the United States and in American centers overseas.
- "Masterpieces of Tapestry" is exhibited.
- Volume I of *The Papers of*

John Marshall is published.

- The final volume of the Hawthorne Centenary Edition is published.
- Funding begins for *The Frederick Douglass Papers*.
- Support is begun for the Bay Area Writing Project, forerunner of the National Writing Project.
- Funding begins for the *Thesaurus Linguae Graecae* text base.
- Robert Penn Warren delivers the third Jefferson Lecture, "Democracy and Poetry," in Washington, D.C.

1975 A new program is established in Elementary and in Secondary Education.

- "Archaeological Treasures from the People's Republic of China," a collection of

objects from 600,000 years ago to the fourteenth century, visits Europe, Canada, and the U.S.

- Funding begins on the papers of Jane Addams, co-founder of Hull-House settlement in Chicago.
- "From the Lands of the Scythians: Ancient Treasures from the Museums of the U.S.S.R. 3000-100 B.C.," is shown in New York and Los Angeles.
- In advance of the American bicentennial celebration, the American Issues Forum is begun, a series of debates examining the rights of individuals, obligations of society, the work ethic, and the effects of urbanization.
- First NEH "Learning Library" grant is awarded to

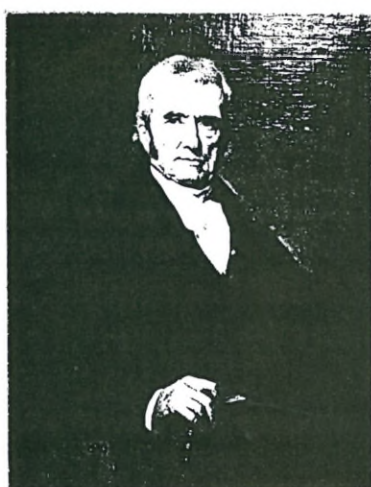
Boston Public Library.

- Funding begins for *The Encyclopedia of Islam*.
- John W. Blassingame's *The Papers of Frederick Douglass* is published, with support from an NEH research grant.
- Funding begins for Society of American Archivists' programs to improve access to archival and manuscript collections.
- Paul Freund delivers the fourth Jefferson Lecture in Washington, D.C., on "Liberty of Expression: The Search for Standards."

1976 The States and the Nation series is released to commemorate the bicentennial of the United States.

- The "Treasures of Tu-

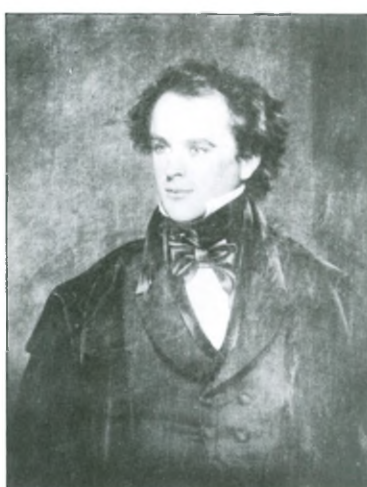
1974



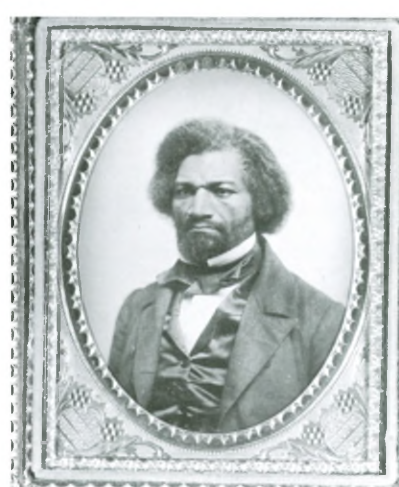
"The Papers of John Marshall"



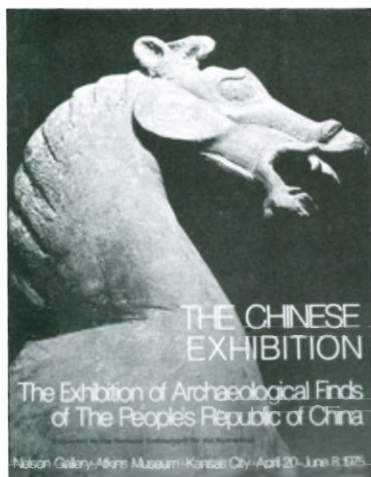
"Masterpieces of Tapestry"



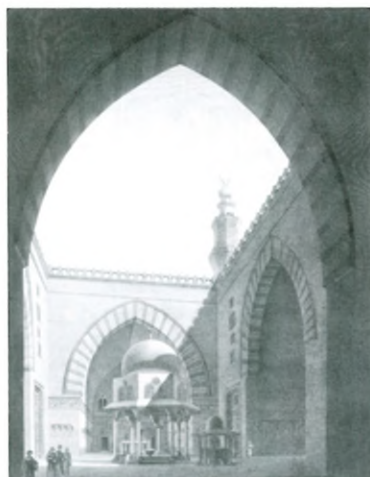
"Hawthorne Centenary Edition"



"The Frederick Douglass Papers"



Ancient Chinese art tours U.S.



"The Encyclopedia of Islam"



"The Jane Addams Papers"



Scythian exhibition from U.S.S.R.

1975

tankhamun" exhibition opens in Washington, D.C., to a record-breaking crowd of five million before moving to Chicago, New Orleans, Los Angeles, Seattle, and New York.

- *The Adams Chronicles*, a thirteen-part TV series spanning 1750 to 1900 in an American family, receives four Emmy awards and eleven nominations in 1976, sixteen nominations in 1977, and the George Foster Peabody Award.

- Funding begins for *The Harvard Ethnic Encyclopedia*, *The Hittite Dictionary*, and *The Assyrian Dictionary*.

- John Hope Franklin delivers the fifth Jefferson Lecture as a three-part series on "Racial Equality in America" in speeches in

Washington, Chicago, and San Francisco.

1977 In January, Ronald Berman resigns and Robert Kingston becomes Acting Chairman.

- The Office of Challenge Grants is formed. In May the National Council approves the first five grants, each more than \$1 million and to be matched by the participating institutions—Field Museum of Natural History in Chicago, Harvard University, Columbia University, New York University, and the University of Pennsylvania.

- A chautauqua meeting with portrayals of historical figures is presented by the North Dakota Humanities Council.

- Novelist Saul Bellow delivers the sixth Jefferson Lecture, "The Writer and His Country Look Each Other Over" in Washington, D.C., and Chicago.

- *Edith Wharton: A Biography* by R.W.B. Lewis is published.

- Paul Fussell's *The Great War and Modern Memory*, supported in part by an NEH fellowship, is the winner of a National Book Award, the Phi Beta Kappa Ralph Waldo Emerson Award, and a National Book Critics Circle Award.

- In the summer, the Arts and Humanities Endowments split their shared staff; NEH Office of Administration is established.

- *American Short Story* series for TV begins.

- Funding begins for the *Bibliographies of New England History*, the *European Americana* project, and *The Historical Atlas of Congressional Districts in the United States Congress, 1789–1983*.

- Joseph Duffey is appointed Chairman of NEH by President Carter.

- "Cezanne: The Late Works," including sixty oil paintings and fifty-five watercolors, some of them never before seen in this country, are shown in New York and then Houston.

1978 Endowment appropriations pass the \$100 million mark.

- "Mexico Today" is organized, the first of six "Today" symposia.

- David Brion Davis, with a

1977



First challenge grants



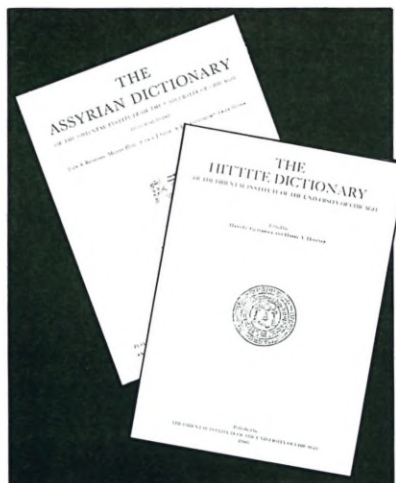
"The Great War and Modern Memory"



"American Short Story" series on TV



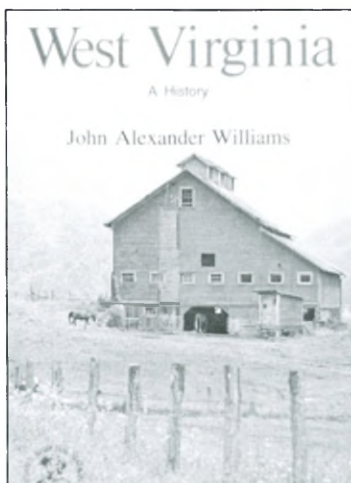
"Edith Wharton: A Biography"



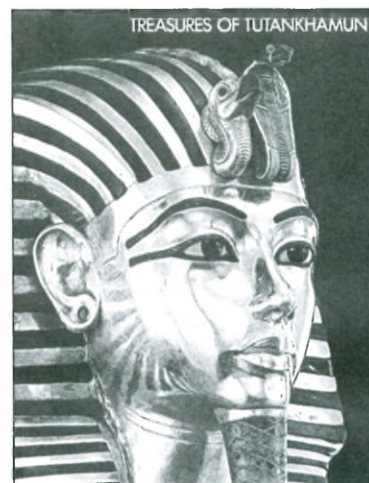
Scholarly dictionaries



"The Adams Chronicles"



The States and the Nation series



"Treasures of Tutankhamun"

1976

research grant, begins work on *Slavery and Human Progress*, the third volume of the Problem of Slavery series, which wins the Pulitzer Prize, the Bancroft Prize, and the National Book Award.

- David Beale Davis's three-volume *Intellectual Life in the Colonial South*, supported in part by an NEH fellowship, is published and wins a National Book Award the following year.

- A film version of Hawthorne's *The Scarlet Letter* is televised.

- "Pompeii A.D. 79," an exhibition of arts and artifacts from the Roman city buried by the volcanic eruption of Vesuvius, tours four cities, drawing 432,000 visitors in Boston alone.

- Final volume of *Byron's Letters and Journals* is published.

- Funding begins for *The Bibliography of American Literature* and the *Pennsylvania Sumerian Dictionary*.

- C. Vann Woodward delivers the seventh Jefferson Lecture, "Europe's America," in Washington, D.C., and Seattle.

1979 Endowment establishes Division of Special Programs, an umbrella for special projects, program development, challenge grants, and science, technology, and human values.

- Don E. Fehrenbacher's *The Dred Scott Case: Its Significance in American Law and Politics*, supported in

part by an NEH fellowship, wins a Pulitzer Prize.

- Work begins on the four-volume set of *The Encyclopedia of the American Constitution*.

- Funding begins for the *Coptic Encyclopedia* and the *Encyclopaedia Iranica*.

- James McGregor Burns publishes *Political Parties in America*, underwritten in part by an NEH research grant.

- "The Life and Times of Rosie the Riveter" is produced, a documentary on women who worked in defense factories during World War II.

- "Heartland," a look at turn-of-the-century life on the prairie, is produced.

- Work is begun on "Pre-1801 North American

Imprints" by the American Antiquarian Society.

- Funding begins for revision of the *Short-Title Catalogue, 1641-1700* and the data base of the *Eighteenth-Century Short-Title Catalogue*.

- Edward Shils delivers the eighth Jefferson Lecture, "Government and Universities in the United States," in Washington, D.C., Chicago, and Austin.

1980 Funding begins for the *Middle English Dictionary* and the *Spenser Encyclopedia*.

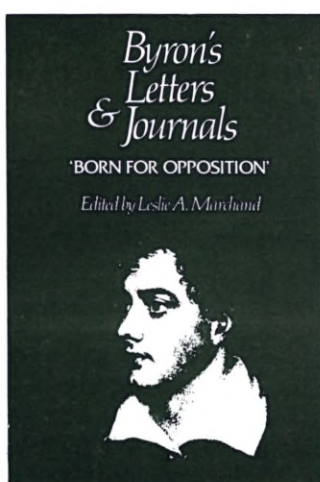
- "The Great Bronze Age of China," covering the seventeenth to the second centuries B.C., tours New York, Chicago, Fort Worth, Los Angeles, and Boston.

- The Ancient Biblical

1978



"Pennsylvania Sumerian Dictionary"



"Byron's Letters & Journals"



"The Scarlet Letter" on television



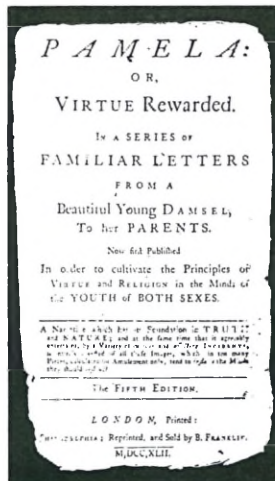
"Mexico Today" symposium



"Rosie the Riveter" documentary



"Encyclopaedia Iranica"



North American Imprints



"Encyclopedia of the American Constitution"

1979

Manuscript Center receives a grant to make archival quality photos of the Dead Sea Scrolls.

- Work begins on a modern annotated edition of the journals of the Lewis and Clark expedition.
- Barbara Tuchman delivers the ninth Jefferson Lecture in Washington, D.C.—and the first one abroad, in London—on "Mankind's Better Moments."

1981

Francis Steegmuller's translation of *The Letters of Gustave Flaubert, 1830–1857* wins the American Book Award for Translation.

- Volume I of the *Journals of Henry David Thoreau* is published.
- Support is given to the

Vermont Humanities Council for the expansion of its pioneering reading-discussion program in Rutland; later, the American Library Association expands the program nationally.

- North Dakota's history-based tent show is expanded into the four-state Great Plains Chautauqua.
- Funding begins for *A History of Cartography*.
- President Reagan establishes the Presidential Task Force on the Arts and the Humanities.
- Gerald Holton delivers the tenth Jefferson Lecture, "Where is Science Taking Us?", in Washington, D.C., and Boston.
- In December, William J. Bennett becomes Chairman of NEH.

1982 The U.S. Newspaper Program is established to inventory, catalogue, and preserve on microfilm newspapers throughout the nation on a state-by-state basis.

- Summer seminars and summer fellowships programs begin for school teachers.
- Funding begins for 150 faculty members at Brooklyn College to familiarize themselves with a new concept of core curriculum.
- "Shakespeare: The Globe and the World" ends its ten-city tour, seen by more than two million people.
- Edward Muir's *Civic Ritual in Renaissance Venice*, supported in part by an NEH summer stipend, wins the American Historical Association's Herbert Baxter Adams prize.

• Final volume of the journals and notebooks of Ralph Waldo Emerson is published.

- First four volumes of the Library of America are published.
- "El Greco of Toledo," an exhibition of works by the sixteenth-century Spanish master, is shown in Toledo, Washington, and Dallas.
- The Children's Media Initiative is begun; among its programs is "Sesame Street Goes to the Metropolitan Museum of Art in New York."
- "The Brooklyn Bridge" wins a Golden Eagle, an American Film Festival blue ribbon, and an Oscar nomination.

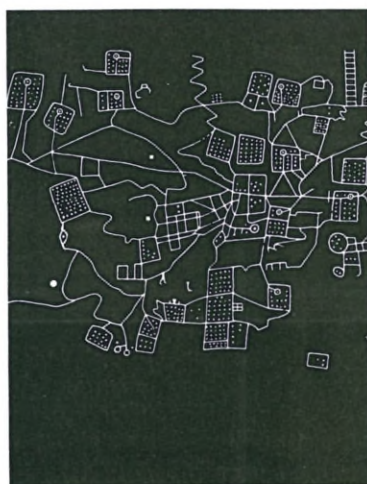
1981



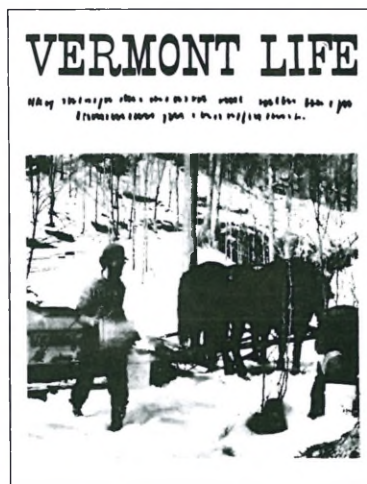
Great Plains Chautauqua



"The Letters of Gustave Flaubert"



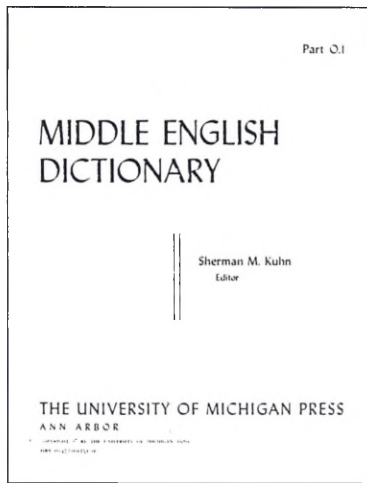
"The History of Cartography"



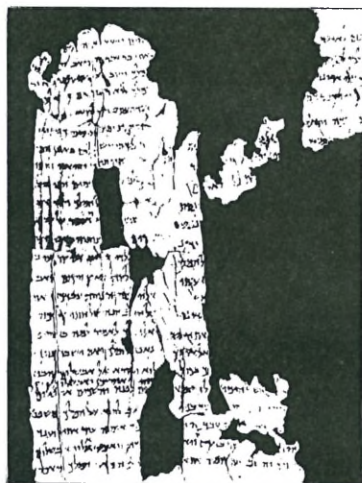
Reading pilot program in Vermont



"The Great Bronze Age of China"



"Middle English Dictionary"



Photographing of Dead Sea scrolls



Edition of Lewis and Clark journals

1980

- Funding begins for the *Domesday Book* data base.
- Funding begins for the *International Bibliography of Theatre*.
- Emily Townsend Vermeule delivers the eleventh Jefferson Lecture, entitled "Greeks and Barbarians: The Classical Experience in the Larger World," in Washington, D.C.
- In September, the Summer Seminars for Secondary School Teachers program is launched.
- The Endowment institutes a \$5 million special initiative for independent research libraries.

1983 The first volume in *The Works of Giuseppe Verdi* is published, and the Vienna Staatsoper

gives a world premiere of a version of *Rigoletto* based on the corrected score.

- Judith Thurman's *Isak Dinesen: The Life of a Storyteller*, supported in part by an NEH fellowship, wins an American Book Award.
- The first volumes of the *Coptic Encyclopedia* and the *Encyclopedia of Islam* are published; funding begins for the *Encyclopedia of Asian History* and the *Oxford Dictionary of Byzantium*.
- In May, Jaroslav Pelikan delivers the twelfth Jefferson Lecture, "Vindication of Tradition," in Washington, D.C., and Chicago.
- The Office of the Bicentennial is established to coordinate a special initiative on the bicentennial of the U.S. Constitution.

- Travel to Collections and Younger Scholars programs are begun.
- First Summer Seminars for School Teachers held.
- Funding begins for *The American Film Institute Catalog*.
- James Collier's *Louis Armstrong: An American Genius*, supported in part by a fellowship, is published.
- "Let's Talk About It" reading-and-discussion programs for libraries are begun after the success of a pilot program in Vermont; the American Library Association expands the program throughout the country.
- The Endowment moves from the Shoreham building into the renovated Old Post Office at 1100 Pennsylvania Avenue, N.W.

1984 The state humanities councils of Nebraska, Kansas, North Dakota, and South Dakota band together to produce "Chautauqua '84: Jefferson's Dream and the Plains Experience."

- "The Homefront" tells about life in the U.S. in World War II.
- In May, Sidney Hook delivers the thirteenth Jefferson Lecture, "The Humanities and the Defense of the Free Society," in Washington, D.C., and New York.
- "German Expressionist Sculpture," organized by the Los Angeles Museum of Art, attracts a crowd of 1.9 million visitors to the Hirshhorn Museum in Washington, D.C.
- Volume I of *The Brown-*

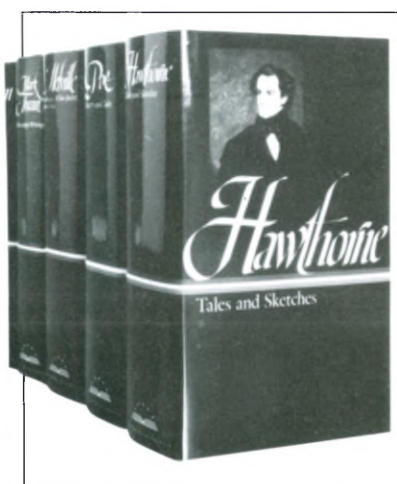
1982



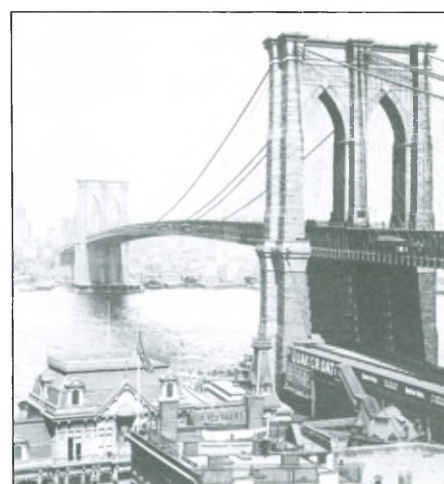
U.S. newspaper preservation project



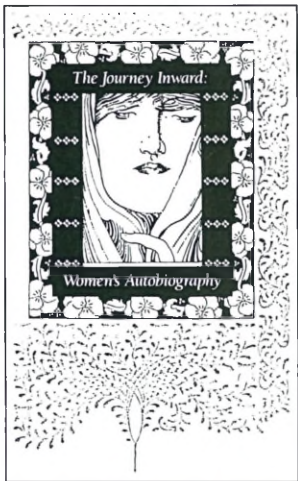
"El Greco of Toledo"



Library of America is begun



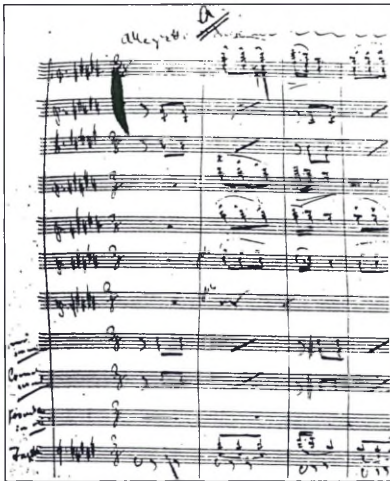
"The Brooklyn Bridge" documentary film



"Let's Talk About It"



American Film Institute Catalog



"The Works of Giuseppe Verdi"



Biography of Louis Armstrong

1983

ings' Correspondence is published.

- Funding begins for a Berkeley/Chicago/Harvard project to reassess the introductory courses in religious studies.
- Funding goes to the Dartmouth Dante Project, a computerized data base of commentaries that have been done on the *Divine Comedy* in the six centuries since Dante's death.
- In November the Endowment publishes William J. Bennett's report, *To Reclaim a Legacy: A Report on the Humanities in Higher Education*.
- "The Sun King: Louis XIV and the New World," exploring the influence of French royal culture on the New World, opens in Louisiana.

- 1985** NEH establishes an Office of Preservation to deal with the problem of deteriorating humanities resources across the country.
- In February William Bennett resigns as Chairman to become Secretary of Education; Deputy Chairman John Agresto becomes Acting Chairman.
 - The first Cowboy Poetry Gathering is held in Elko, Nevada.
 - "What Americans Should Know: The Introductory History Course Reassessed" is the topic of an NEH-supported conference held at Michigan State University.
 - "The Stone Carvers," a film supported by the District of Columbia human-

ities council, wins the Academy Award for Best Documentary Short.

- Cleanth Brooks delivers the fourteenth Jefferson Lecture, "Literature in a Technological Age," in Washington, D.C., and New Orleans.
- Francis Paul Prucha's two-volume *The Great Father: The United States Government and the American Indians*, supported in part by two NEH fellowships, wins the Organization of American Historians Billington Prize and the Western Heritage Award.
- Volume I of the *Correspondence of Charles Darwin* is published.
- Funding begins at the University of Oregon for a collaborative project for the

continued study of language, literature, and history for high school teachers.

- The documentary, "Herman Melville: Damned in Paradise," is funded.

- 1986** In commemoration of NEH's twentieth anniversary, February 9-15 is made National Humanities Week.
- The Research Libraries Group receives support from the Office of Preservation to preserve 15,000 embrittled books and serials published between 1870 and 1920.
 - In April, Lynne V. Cheney is nominated by President Reagan to become Chairman of the Endowment; she is confirmed and takes office a month later.

1985



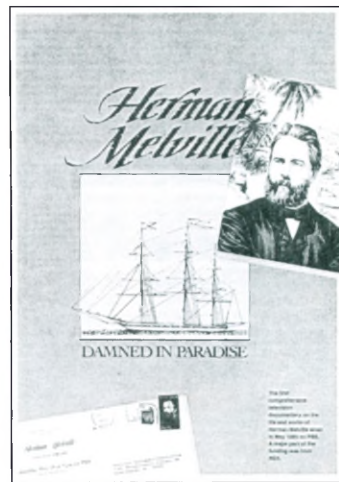
"The Stone Carvers" wins Academy Award



Office of Preservation begins



"Correspondence of Charles Darwin"



Film of Herman Melville



"The Homefront" of World War II



"The Brownings' Correspondence"



"The Sun King" exhibition



Dartmouth Project on "Divine Comedy" commentaries

1984

- Access to Excellence is begun to make education and programming in the humanities available to a broader audience.
- Leszek Kolakowski delivers the fifteenth Jefferson Lecture, "The Idolatry of Politics," in Washington, D.C., and Chicago.
- In September, Chairman Lynne V. Cheney announces matching grants of \$500 to small public libraries to establish a Bicentennial Bookshelf of books about the U.S. Constitution.
- Elizabeth Frank's *Louise Bogan: A Portrait*, supported in part by an NEH fellowship, wins a Pulitzer Prize.
- "The Life and Times of Huey Long" airs on public TV, on the life of the Louisiana politician.

- Volumes 13 and 1 of *The Cambridge History of China* are published, underwritten in part by NEH research grants.
- The NEH Division of Education Programs gives support to a Folger Institute Center for Shakespeare Studies to conduct seminars and institutes on Renaissance studies for high school and college teachers.
- The *Popul Vuh*, an NEH-funded translation of the Maya Book of the Dawn of Life, wins the PEN Translation Prize for Poetry; later, a film is underwritten for public television.
- Volume I of *The Samuel Gompers Papers* goes into publication.
- Funding begins at the

University of Virginia for a scholar-in-residence project in American literature for secondary teachers.

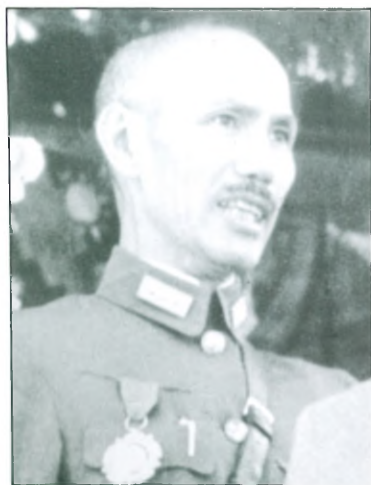
- David Macauley's "Cathedral," an animated documentary on gothic cathedrals in medieval France, airs on PBS.
- The final volume of *The Complete Works of St. Thomas More* is published.
- The final volume of *The Papers of William Penn* is published.
- Elizabeth Fox-Genovese, with support from a research grant, completes *Within Plantation Households*.

1987 The Endowment publishes a report by Chairman Lynne V. Cheney, *American Memory: A Report on Humanities in*

the Nation's Schools.

- The Bicentennial Bookshelf program makes grants to 848 libraries to support their collections of writings on the Constitution.
- Columbia University's School of Library Services gets a grant from the Office of Preservation for the training of conservators and administrators.
- A Masterwork Study Grants program is created to support school teachers in their studies of humanities texts.
- NEH makes its 4,000th summer stipend award.
- Forrest McDonald delivers the sixteenth Jefferson Lecture, "The Intellectual World of the Founding Fathers," in Washington, D.C., and Lawrence, Kansas.

1986



"The Cambridge History of China"



Complete Works of St. Thomas More



"The Life and Times of Huey P. Long"



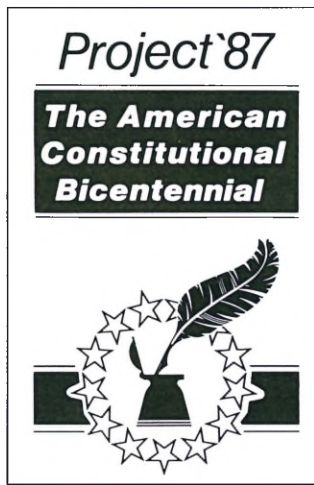
The Maya "Popul Vuh"



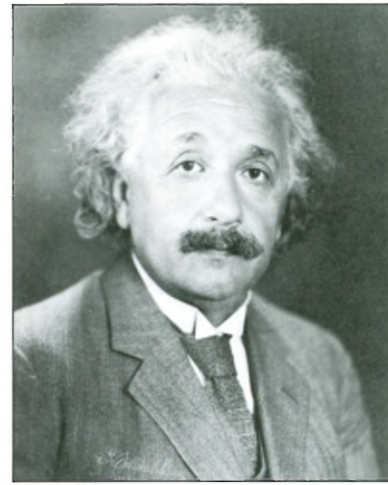
English romanticism exhibition



Bicentennial Bookshelf library grants



The Bicentennial's Project '87



"Collected Papers of Albert Einstein"

1987

- Donald R. Howard's *Chaucer: His Life, His Works, His World*, supported in part by an NEH fellowship, wins the National Book Critics Circle Award.
- "William Wordsworth and the Age of English Romanticism" is exhibited in New York, Chicago, and Indianapolis.
- Volume I of the *Collected Papers of Albert Einstein* is published.
- A field service to provide preservation assistance in ten states is set up within the Southeastern Library Network.
- An edition of Cooper's *The Deerslayer*, certified by the Council for Scholarly Editions, is published.
- Funding begins at the Harvard Graduate School

of Education to initiate a master's of education degree with a strong humanities component.

- "Miracle at Philadelphia," in commemoration of the bicentennial of the Constitution, is shown in Philadelphia.
- Project '87 is begun, to mark the bicentennial of the Constitution.

- 1988** A national program is started with the cosponsorship of the DeWitt Wallace Foundation—the NEH/Reader's Digest Teacher-Scholar program—providing a year of independent study for outstanding teachers on the primary and secondary school levels.
- An increased congressional

sional appropriation of \$8 million goes to the Office of Preservation to preserve humanities resources and help improve the capacity of libraries, archives, and other repositories to care properly for their holdings.

- The Endowment establishes the NEH/UCLA History Center to improve the teaching and learning of history in elementary and secondary schools.
- "The Art of Paul Gauguin" is exhibited in Chicago and Washington, D.C.
- The exhibition, "Japan: The Shaping of the Daimyo Culture 1185–1868," opens at the National Gallery of Art in Washington, D.C.
- A consortium of the Big Ten universities and the University of Chicago re-

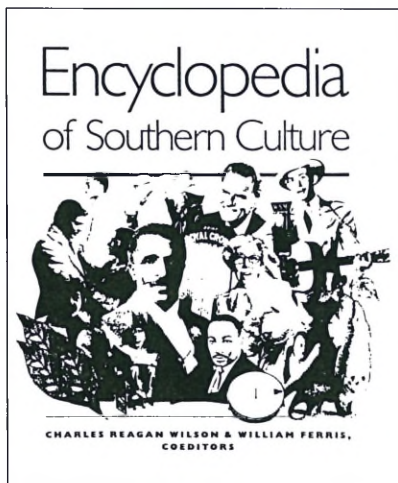
ceives funding to preserve 16,000 brittle books held by member libraries.

- The Endowment publishes Lynne V. Cheney's report, *Humanities in America: A Report to the President, the Congress, and the American People*.
- Final volume of *The Works of William James* is published.
- Volume I of *Mark Twain's Letters* is published.
- CSE-approved edition of the *Adventures of Huckleberry Finn* is published.
- Three-volume edition of *The Letters of Jack London* is published.
- The first Masterwork Study Grants are awarded for precollegiate groups of teachers and administrators to pursue humanities studies in seminars at their own

1989



"Timur and the Princely Vision"



"Encyclopedia of Southern Culture"



First Charles Frankel Prizes



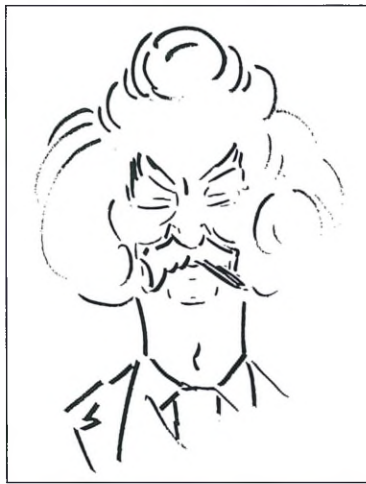
First Teacher-Scholar program



American poetry on television



Scholarly editions of American music



"Mark Twain's Letters"



"The Letters of Jack London"

1988

teaching institutions.

- *Voices and Visions*, a thirteen-part television series and college course on American poetry, is aired.
- The American Musicological Society is awarded a grant to organize and publish a series of scholarly editions pertaining to American music.
- Funding begins for the *American National Biography*.
- Robert Nisbet delivers the seventeenth Jefferson Lecture, "The Present Age and the State of Community," in Washington, D.C.

- 1989** "Goya and the Spirit of Enlightenment" is brought from the Prado Museum in Madrid to the United States.
- An innovative program at

St. Olaf College in Minnesota integrates foreign language texts into existing humanities courses.

- Eight research libraries and library consortia receive preservation grants to rescue 167,000 brittle books of scholarly significance.
- Volume I of *The Papers of Thomas A. Edison* published.
- New challenge grants are announced to support the establishment of faculty chairs for distinguished teaching in the humanities.
- Fifty-three teachers from the fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands become the first recipients of the NEH/Reader's Digest Teacher-Scholar awards.
- *The Encyclopedia of Southern Culture* is published.

- Walker Percy delivers the eighteenth Jefferson lecture on "The Fateful Rift: The San Andreas Fault in the Modern Mind," in Washington, D.C.

- The final volume of *The Papers of Daniel Webster* is published.
- Funding begins for the *Guide to Historical Literature*.
- "Pyramid," an animated film about ancient Egyptian culture and religion, airs on public television.
- "Timur and the Princely Vision: Persian Art and Culture in the Fifteenth Century" is shown in Washington, D.C., and Los Angeles.
- The Endowment publishes Lynne V. Cheney's report, *50 Hours: A Core Curriculum for College Students*.

- The first recipients of the Charles Frankel Prize are honored: writer Daniel J. Boorstin, museum director Willard (Sandy) Boyd, reading-discussion pioneer Patricia Bates, chautauqua leader Clay Jenkinson, and folklorist Américo Paredes.
- "Nomads: Masters of the Eurasian Steppe" is the largest Soviet archaeological-ethnographic collection to be shown in this country.
- "Revolution in Print," other programs, mark French bicentennial.
- A Florida exhibition, "First Encounters: Spanish Explorations in the Caribbean and the Southeastern U.S.," focuses attention on the Columbian Quincentenary in 1992.

1989



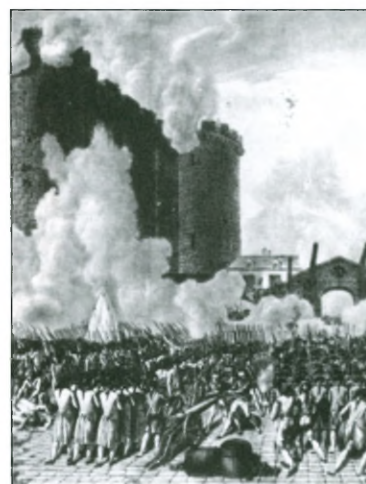
"The Papers of Thomas A. Edison"



"Goya and the Spirit of Enlightenment"



"Nomads" exhibition



Bicentennial of French Revolution

THE SUPREME COURT BICENTENNIAL

The Judiciary's Emergence in the Young Republic

BY WILLIAM H. REHNQUIST

As the Supreme Court of the United States celebrates its bicentennial this February, we see it as a fully equal member of our tripartite government. It is easy to imagine that it has always been that way, but such is not the case.

During the Court's early history it came under sharp attack from the other branches of government. It took the trial of one of its own justices on impeachment charges to define the role of the judiciary in relation to the executive and legislative branches.

THE TRIAL IN 1804 of Justice Samuel Chase by the Senate was to have enormous consequences. Occurring as it did when political power had shifted dramatically from one party to the other, it serves to remind us that the Supreme Court is not only a court but a political institution.

The beginning of the Supreme Court had not been auspicious. At the first session, called for February 1, 1790, in New York City, only three of the six members turned up, and the Court adjourned until the following day, when all the justices could be present. For the next eleven years, during most of which time the capital was in Philadelphia, the Court met only a few weeks of the year and decided scarcely any cases: Only 115 were docketed. The judges were not idle the rest of the time, but they were performing their duties as trial judges in the geographic circuits to which they were assigned.

There was a turnover in chief justices as well. Chief Justice John Jay had been in office for four of those years when George Washington appointed him a special envoy to England to try to settle disputes remaining from the Revolutionary War. Jay promptly left for England for a year—seemingly little missed on the Court—and returned to discover that he had been elected governor of New York *in absentia*. He resigned as chief justice to go where he apparently felt the action was.

John Rutledge was nominated to succeed Jay but failed to win confirmation and Washington turned to Oliver Ellsworth, who won approval. When Washington was succeeded in the presidency by John Adams, Adams needed Ellsworth for an assignment to France. Ellsworth went to Paris, fell ill, and resigned.

Adams offered the chief justiceship once again to John Jay, but Jay turned it down, writing to the President:

I left the bench perfectly convinced that under a system so defective it would not obtain the energy, weight, and dignity which are essential to its affording due support to the national government, nor acquire the public confidence and respect which, as the last resort of the justice of the nation, it should possess.

The seat of the national government was moved from Philadelphia to the newly created District of Columbia in late 1800. The "President's House" had been built on Pennsylvania Avenue; one wing of the new Capitol had been constructed; but somehow no space had been set aside for the judiciary. Two weeks before the Supreme Court's February session was to begin, the commissioners of the District of Columbia wrote to Congress ". . . we hope the Supreme Court may be accommodated with a room in the Capitol to hold its sessions until further provision shall be made. . . ."

Congress designated a committee room on the ground floor of the Capitol, a small and undignified chamber twenty-four feet wide, thirty feet long. There the Supreme Court of the United States sat for seven years until more spacious quarters were provided.

Certainly anyone looking at the stature of the Supreme Court in January 1801, would have agreed with Alexander Hamilton, who in Federalist Paper No. 78 referred to the judiciary as the "least dangerous branch." But it was in that same month that John Adams appointed John Marshall as chief justice. Marshall, during his thirty-four year tenure, would raise the stature of the Court dramatically.

Marshall came on the scene as the country was about to embark on the "second American revolution," with the swearing in of Thomas Jefferson as the third U.S. President.

The Republican triumph in the election of 1800 signaled a sea-change in American politics, shifting sentiment as it did from England to France, from a commercial class to the farmers and yeomanry, and from

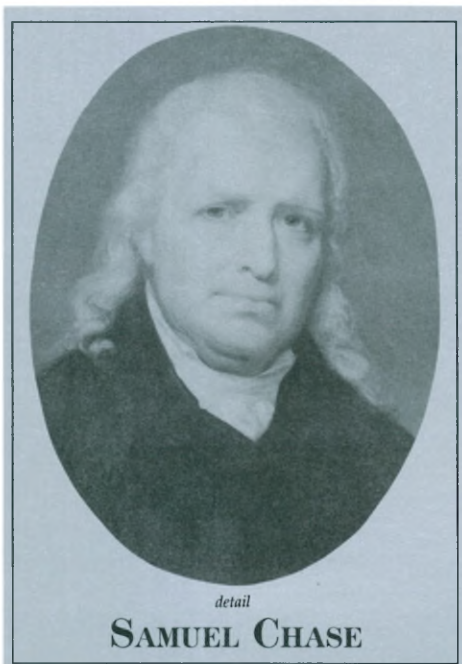
a comparatively stronger central government to a weaker one that emphasized states' rights. But the Federalists managed to get in one last swipe at their opponents. The "lame duck" Congress that met from January until March enacted a law entitled the Judiciary Act of 1801, which created numerous new circuit court judgeships as well as minor judicial offices. Those appointed were referred to as "midnight judges," because it was said that John Adams stayed up until midnight signing their commissions in order to get all of them in office before Jefferson succeeded him on March 4. Among the judges appointed was James Marbury, a justice of the peace in Washington, whose battle to obtain his commission produced the famous Supreme Court case of *Marbury v. Madison*.

One of the first orders of business for the new Republican Congress was the repeal of the Judiciary Act of 1801. A rankled Jefferson wrote a friend: "On their part, they have retired into the judiciary as a stronghold. There the remains of federalism are to be preserved and fed from the Treasury, and from that battery all the works of Republicanism are to be beaten down and erased."

One can readily imagine Jefferson's wrath when he learned that Supreme Court Justice Samuel Chase, in May of 1803 while giving a charge to a grand jury in Baltimore, had sharply criticized the law repealing the Judiciary Act and had also criticized pending amendments to the Maryland state constitution. Jefferson wrote to one of the Republican leaders in the House of Representatives, Joseph Nicholson:

Ought this seditious and official act on the principles of our Constitution, and on the proceedings of a State, to go unpunished? And to whom so pointedly as yourself will the public look for the necessary measures? I ask these questions for your consideration, for myself it is better that I should not interfere.

William H. Rehnquist is Chief Justice of the United States.



Jefferson, ever the master of indirection, engaged in a certain amount of double talk, for if it was not his prerogative to suggest impeachment, why did he write the letter?

This was not, in the eyes of the Republicans, Chase's first offense. A session of the Supreme Court had to be delayed in the summer of 1800 because Chase was busy stumping the state of Maryland urging the reelection of John Adams as President. Chase had also been accused of using high-handed tactics in conducting the trial of John Fries, the leader of a farmers' rebellion in Pennsylvania against a Federalist-sponsored property tax. The farmers attempted to intimidate tax assessors, and Fries organized a band of armed men that frightened a federal marshal into releasing prisoners in Bethlehem. No shots were fired, there were no injuries, and the crowd soon dispersed. But President Adams sent troops into the area to suppress the "rebellion," and Fries was tried for treason. He was twice convicted but granted a new trial held before Chase in Philadelphia in 1800. The jury found Fries guilty of treason, and he was sentenced to be hanged. Adams, to his great credit, and against the unanimous advice of his cabinet, pardoned Fries.

Still another mark against Chase, in the eyes of the Republicans, was the trial of James Callender in Richmond. Callender had been indicted for publishing a notably turgid tract accusing John Adams of being a British toady and a monarchist, which under the Sedition Act was an indictable offense. The Republicans thought Chase had conducted himself as a "hanging judge" during that trial.

The House of Representatives in-

vestigated possible charges against Chase and voted to impeach him. The articles of impeachment contained three principal charges: Chase's conduct of the Fries trial in Philadelphia in 1800, his conduct of the Callender trial in Richmond in 1800, and his charge to the Baltimore grand jury in 1803 on the Judicial Act and pending state amendments.

The trial before the Senate opened on February 4, 1805, with a remarkably interesting cast of characters on the stage.

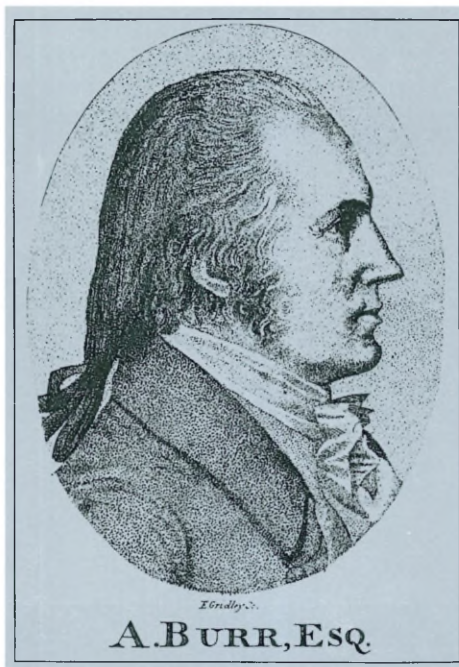
The Vice President of the United States and presiding officer of the Senate was Aaron Burr. He and Jefferson had both received the same number of electoral votes for President in 1800, with the result that the election had been thrown into the House of Representatives. Jefferson was chosen President and Burr Vice President by that body, but Burr was given little part in the new administration. Jefferson had dumped him as a running mate in the election of 1804, but as the impeachment trial of Chase approached, Jefferson suddenly became very attentive to his Vice President. Burr's stepson, his brother-in-law, and his good friend General James Wilkinson were appointed to three important offices in the new government of the Louisiana Territory. Burr himself was repeatedly invited to dine with Jefferson at the President's House.

Burr does not appear to have been seduced by these blandishments.

According to the account of one newspaper by no means friendly to Burr, "He conducted it [the trial] with the dignity and impartiality of an angel, but with the rigor of a devil." This is not to suggest that he was at all friendly to the accused. When Chase entered the box, the sergeant-at-arms brought him a chair, but Burr, thinking of the English tradition in which the prisoner was required to stand when on trial, ordered it to be taken away. When the white-haired justice, then sixty-four years of age and badly troubled by gout, requested that the chair be returned, Burr acquiesced.

Burr, a small, dapper man with piercing black eyes, was himself a fugitive from justice. During the preceding summer at Weehawken, New Jersey, Burr had killed Alexander Hamilton in a duel. Indictments against him for murder in New Jersey and for a lesser offense in New York were outstanding, leading one wag to remark that although in most courts the murderer was arraigned before the judge, in this court the judge was arraigned before the murderer!

Presiding over the trial of Samuel Chase would be Aaron Burr's last official act as Vice President. Leaving that office on March 4, 1805, he would, figuratively speaking, "ride off into the sunset"—into what was then called the southwestern frontier of the United States, south of the Ohio River and east of the Mississippi River. Historians have never agreed just what Burr was up to during his sojourn; he would emerge from the Mississippi wilderness in January 1807, in the custody of United States marshals, making the long journey back to Richmond, Virginia, to be tried for treason.



Samuel Chase, who stood to lose his office as an associate justice of the Supreme Court of the United States if convicted by the Senate, had had a distinguished and successful career at the bar, and in 1791 became chief judge of the Maryland General Court. In 1796 he was appointed by George Washington to the Supreme Court of the United States. His legal ability was recognized by all, but his impetuous nature made him something of a stormy petrel. He stood more than six feet tall; his complexion was brownish red in color, earning him the nickname of "Old Bacon Face." Joseph Story described him as the "living image" of Samuel Johnson, "in person, in manners, in unwieldy strength, and severity of reproof, in real tenderness of heart; and above all in intellect." One of the federal district judges with whom Chase sat had a more negative reaction: "I never sat with him without pain, as he was forever getting into some intemperate and unnecessary squabble. If I am to be immolated, let it be with some other victim or for my own sins."

Chase's principal counsel defending him against the charges brought by the House of Representatives was his longtime friend Luther Martin. Martin is one of the great lawyers in American history and one of the great iconoclasts of the American legal profession. He was the first attorney general of Maryland and served in that office for more than twenty years. He was a member of the Continental Congress, a member of the Constitutional Convention, and for a while a state judge in Maryland. He had a marked weakness for strong drink—his detractors referred to him as "Lawyer Brandy

Bottle"—but at least in the short run intoxication did not seem to impair his performance in court. He was described by the American historian Henry Adams as "the rollicking, witty, audacious Attorney-General of Maryland; . . . drunken, generous, slovenly, grand; bull-dog of Federalism, the notorious reprobate genius."

Years after the Chase trial, Martin was incapacitated by a stroke. It is testimony to the regard in which he was held that the Maryland legislature passed a law requiring every lawyer in the state to pay an annual fee of five dollars to be turned over to trustees for the use of Luther Martin.

The last of the *rarae aves* in this cast of characters that assembled for the trial of Samuel Chase was the principal manager for the House of Representatives, John Randolph of Roanoke, Virginia.

William Plumer described Randolph, not yet thirty-two at the time of the Chase trial, as a "pale, meagre, ghostly man" who had "the appearance of a beardless boy more than a full grown man." The ultimate southern tobacco planter, he patrolled the House of Representatives in boots and spurs with a whip in his hand.

It is generally thought that he was not well suited to the task of managing the impeachment in the Senate because he had not been trained as a lawyer. But he had his own kind of insightful brilliance, though it was

coupled with a capriciousness and a rigidity of view which caused many to turn away from him. Dumas Malone says of him:

Since there was never another like him, he must be described as an incomparable orator. For hours on end his shrill flute-like voice irritated and fascinated, pouring his audience bits of wit, literary allusions, epigrams, parables, and figures of speech redolent of the countryside. . . .

The presentation of evidence before the Senate took ten full days, and more than fifty witnesses testified. With respect to the trial of John Fries for treason, the principal charge against Chase was that at the outset of the trial he had handed to the lawyers and the clerk a written opinion in which he defined the meaning of treason as a matter of law, without having given the lawyers an opportunity to argue the question before him. These actions had so offended the attorneys for Fries that they had withdrawn from the case.

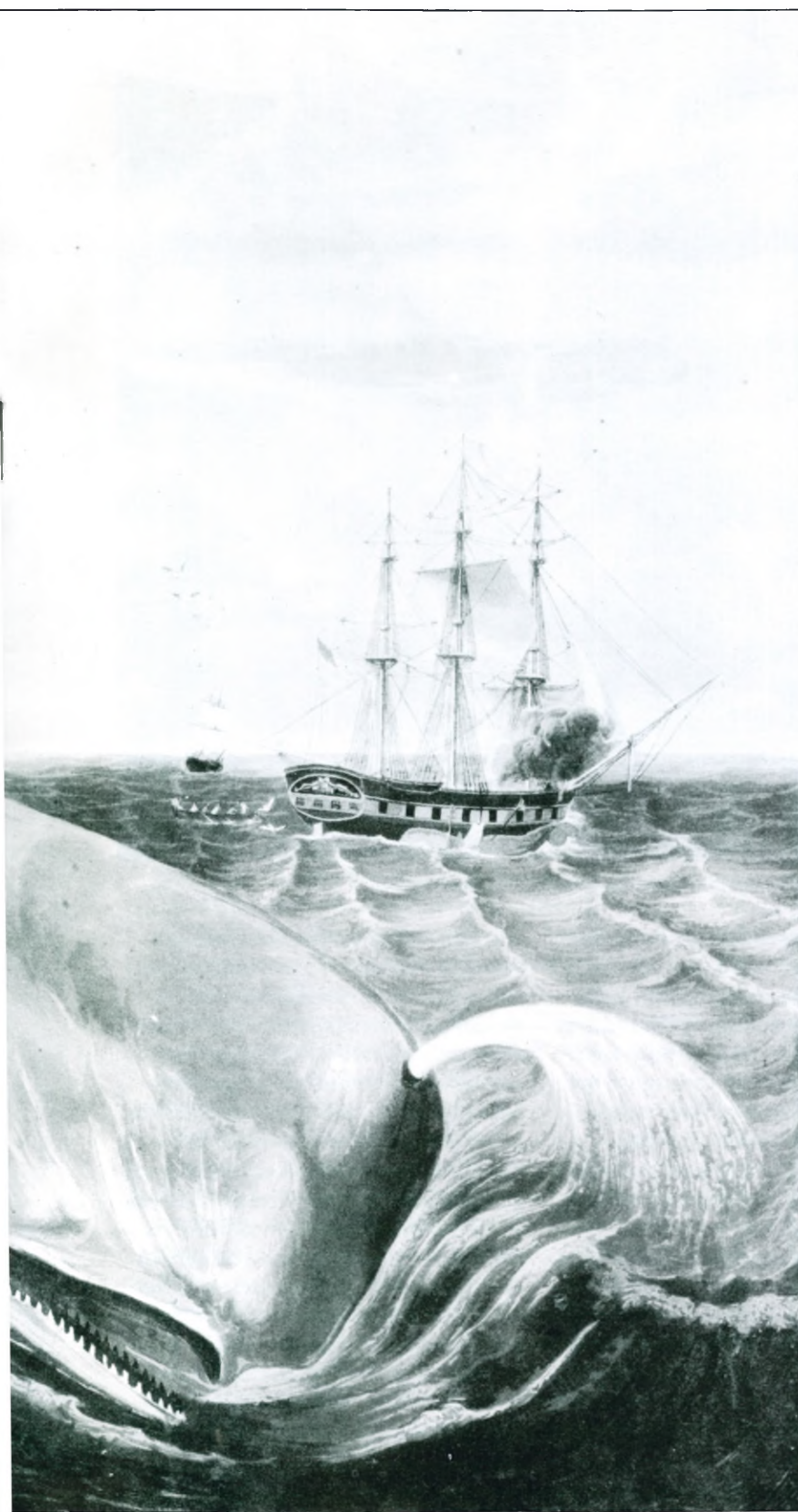
Chase's response to this charge was that Fries had been tried on the same charge the previous year, although the Court had then granted a new trial because of possible bias on the part of one juror. At that trial, presided over by Justice Paterson of the Supreme Court with Judge Richard Peters, the Court had heard arguments at length about the principal issue of law involved in the case from the same attorneys who now represented Fries, and had settled the question to the satisfaction of the Court.

The question of law was a critical one in determining Fries's guilt be-

continued on page 36



Capturing the Or



WHALES HAVE FASCINATED humankind since ancient times and have inspired scholars since the time of Herman Melville and the publication of his epic novel *Moby-Dick*. Few scholars are more immersed in Melville's work than Harrison Hayford, who, with the single-minded drive of Captain Ahab, has pursued his quest for the author's true intentions for more than forty years. Hayford, professor emeritus of English at Northwestern University, is head of an editing team that has compiled the definitive critical edition of *Moby-Dick*, published as part of the Northwestern-Newberry series, *The Writings of Herman Melville*.

BY LEE PRATER YOST

The edition, more than twenty years in the making, is described by its university publishers as synthesizing "decades of research and years of teaching and investigating Melville's life and writings . . . to produce an unmodernized critical text as faithful as possible to the author's final intention." With well over one hundred different English-language editions of *Moby-Dick* and dozens of foreign language editions, and indeed, Hayford's own 1967 edition, one questions the need for yet another tale of the whale.

In answer, Hayford points to the error-fraught publication process of the 1850s, to Melville's atrocious handwriting and inventive spelling, and to the first two editions of the book—one British, one American. In Melville's time, because of copyright issues, American writers tended to send their manuscripts to England before publishing in the United States. But the first British edition of *Moby-Dick*, titled *The Whale*, was a sanitized, censored version that cleaned up Melville's occasional off-color language and eliminated any words or passages the editor felt were at all sacrilegious. So while the American edition read "the storm of God's quick wrath," the British edition described only "the storm's quick wrath."

"The British editor didn't want any of this monkeying about with Bible passages that Melville thought was such fun," explains Hayford.

Melville himself, in a letter to Nathaniel Hawthorne, declared his book a "botch" and, says Hayford, "was well aware of conceptual discrepancies, factual inconsistencies . . . and a swarm of copyist's misreadings and typesetter's errors uncaught in his

Capturing a Sperm Whale (1835). Engraving after a painting by William Page, from a sketch by C.B. Hulsart.

ginal Moby-Dick



Photo by Art Wise

Harrison Hayford, professor emeritus of English and head of the editing team that pursued the definitive Moby-Dick.

own hasty proofreading." It is these textual flaws and misreadings that Hayford and his editing team have spent two decades working to "locate, diagnose, and where possible to emend in order to bring the text back, or closer, to the author's thwarted intention," Hayford says.

When Hayford and his coeditor, Herschel Parker, finished the Norton edition back in 1967, they knew that more work still needed to be done to settle all the textual problems, so in preparing the Northwestern-Newberry edition they started back at the beginning. Using the original British and American editions, Hayford, like a literary Sherlock Holmes, perused every word and every comma, searching for clues, inconsistencies, and insights. Instead of a magnifying glass he used a machine called a Hinman Collator, invented in the late 1950s to aid textual comparison.

"It's all done with mirrors," says

Lynn Horth, assistant editor for the Melville series. The reader sits in the center of the desklike collator, with one page of text on the left-hand tray and a comparison page on the right-hand tray. By peering through what looks like a binoculars/microscope hybrid, the reader sees the two pages of text superimposed to form one image. Any discrepancy will "jump" off the page.

When an inconsistency is found, all the editors must agree on which word, spelling, or punctuation to adopt. They have assumed that the American edition is the correct text, adopting the British version only if it is clearly "Melvillean." Since Melville quoted liberally from other sources, the editors have checked every reference, tracking down the particular edition of each work that Melville owned or used. They have consulted dictionaries from the mid-1850s to validate Melville's spellings, pored over letters and journals to decipher his intentions, tracked his travels, and searched out etchings by artists he admired.

This source material is housed in

the Newberry Library in Chicago. Among the library's 1.4 million volumes are the first editions, biographies, journals, and works of literary criticism that comprise the world's largest and most complete Melville Collection. The first British edition of *The Whale* is in the library's rare books room. Bound in three volumes, called a triple-decker, this valuable edition is brought out for view resting on special velvet pillows. In contrast, down in the stacks are various items of "whale-abilia," including Moby Dick pillows, drinking glasses, and soap; and a brochure from the Moby Dick Motel in Fort Lauderdale. For Hayford and his colleagues, contemplating whale souvenirs can provide a welcome break from their painstaking research.

Out of their work has come what is termed a critical edition—one that is reconstructed and has never before existed in print. The hypothesis, says Hayford, is that Melville's intentions never got into print and that careful research and editing can produce something closer to what the author wanted. "We are not claiming

This article is excerpted from Northwestern Perspectives (Summer 1988.) Lee Prater Yost is manager of publications.

that we haven't made a mistake, simply that, on the whole, this edition is the closest so far to what Melville intended," Hayford explains. Altogether, the Northwestern-Newberry edition contains several hundred changes in text and punctuation from previous editions.

Since all the editors must agree to any change, their debates can often become heated. For example, in Chapter 72 the phrase "humorously perilous" appears, which Hayford believes is a mistake since neither Ishmael nor Queequeg seems to find anything humorous about their perilous situation. "Hershel (Parker), however, has always thought this was a funny scene and says I've just missed the humor," says Hayford. "I tell him, 'Show me anything that is humorous about it. If the word weren't there, you wouldn't think the scene was humorous.'" Eventually, a compromise was reached: "humorously" was retained, and a discussion of the matter was included in the notes.

Occasionally, further research reveals that the editors have been mistaken. Hayford cites a phrase he and Parker decided to change in the Norton edition, but then restored in the Northwestern-Newberry edition. In Chapter 94, Ishmael is pondering the universe: "In thoughts of visions of the night, I saw long rows of angels. . ." Hayford recalls, "Hershel and I wondered about 'thoughts of visions of.' It seemed repetitious. Melville must have written it as 'thoughts of the night' and then changed it to 'visions of the night'; he didn't cross out the first version and they both got printed. So we changed it to 'visions of the night.' Then an American literature professor from Ohio called and told me that it was right in the first place. Every time I would see her, she would go into the matter again. Finally I got a card from her saying, 'See Job 4:13.' I looked in the Bible and there it was: 'In thoughts from the visions of the night.' So the entire phrase is back in."

In Chapter 14, the editors agreed to substitute the word *rests* for *riots*, the latter existing in all other pre-

Above: A Shoal of Sperm Whale off the Island of Hawaii (1833). Melville eventually corrected the copyist who had written "squall" for "squirrel" (bottom right). Such mistakes were frequent in his manuscripts.



Kendall Whaling Museum, Sharon, Mass.

Courtesy of Northeastern University Press

7.1

Should the sub-demander consider me
in the present or not? I do not
understand the question.

1

As the last chapter was begun with a reminder looking
forwards, ~~the present~~ the present ~~is~~ one looking backwards.

2

It some it may raise a degree of surprise that one so
full of confidence as the ~~good~~ merchant has throughout shown
himself up to the moment of his late sudden ~~revelation~~, should in
that instance have betrayed such a depth of distrust.

3A

It may be thought that the ~~discrepancy~~ ~~is~~ ~~not~~ ~~so~~ ~~to~~
it makes him ~~an~~ inconsistent character. Inconsistent ~~by~~ ~~the~~

3B

is. But why be so severe upon the author for it? But it ~~is~~ ~~not~~ ~~so~~ ~~urged~~,
there is nothing a sensible reader more carefully looks for, in a sensible
author would be more careful to see to than consistency in the cha-
racter of fiction.

4.5

Reasonable enough. But is it, or
is it not, in conflict with that equally important principle ~~laid~~
down, ~~for the reader~~, that ~~invent~~ ~~as~~ ~~may~~, he must still be
faithful at bottom to the ~~known~~ facts of real life. On this last
being required, ~~from~~, is it not taxing his powers rather too
heavily, also to require of him more but ~~truly~~ consistent character,
saying that it is the universal ~~truth~~ that in real life, ~~as~~ ~~it~~ ~~is~~ ~~by~~ ~~no~~ ~~means~~ ~~such~~ ~~a~~ ~~thing~~?

6,7A

But character is a rare one? One reason of that infrequency
of readers to ~~understand~~ ~~characters~~ ~~in~~ ~~fiction~~, no doubt arises
from the ~~complexity~~ ~~of~~ ~~it~~ ~~in~~ ~~understanding~~ ~~them~~. But if the
secularist philosopher be perplexed to understand ~~any~~ ~~character~~
of people he is in ~~badly~~ ~~contact~~ ~~with~~; ~~those~~ ~~who~~ ~~are~~ ~~not~~ ~~philosophers~~
ought to run & read ~~characters~~ ~~in~~ ~~these~~ ~~misapprehensions~~ ~~of~~ ~~them~~
which ~~fit~~ ~~through~~ ~~a~~ ~~fiction~~, like shadows along a wall? That
fiction where ~~the~~ ~~character~~ ~~can~~ ~~by~~ ~~reason~~ ~~of~~ ~~their~~ ~~own~~ ~~in-~~
consistency be comprehended at a glance, ~~by~~ ~~even~~ ~~one~~, ~~when~~
exhibits ~~but~~ ~~one~~ ~~section~~ ~~of~~ ~~character~~ ~~making~~ ~~them~~ ~~appear~~ ~~for~~
what is, or else is wholly untrue to reality. While, on the other hand,
that author who draws a character, even though to common
view ~~inconsistent~~ ~~contradictory~~ ~~in~~ ~~its~~ ~~parts~~ ~~as~~ ~~the~~ ~~figure~~ ~~of~~ ~~the~~ ~~man~~,
is ~~more~~ ~~discrepant~~ ~~than~~ ~~the~~ ~~figure~~ ~~of~~ ~~the~~ ~~man~~.

7B

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8

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9-10

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11A

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vious editions. The passage reads: "The Nantucketer, he alone resides and rests [riots] on the sea; he alone. . . . There is his home. . . . With the landless gull, that at sunset folds her wings and is rocked to sleep between billows; so at night-fall, the Nantucketer, out of sight of land, furls his sails, and lays him to his rest, while under his very pillow rush herds of walruses and whales." The editors chose *rests* over *riots* as both more logical and more lyrical. *Riots* probably occurred in the first place as an inaccurate reading of Melville's handwriting.

One of the last changes made in this edition is in Chapter 72, in which Queequeg is dressed in "Highland costume," in other words, in a kilt. Previous editions described him dressed in a *shirt* and socks, but in a last-moment burst of insight Hayford realized that *skirt*, not *shirt*, was the correct word. It had simply been misread by Melville's copyist, and no one—including Hayford—had questioned it until now.

Along the way, Hayford says in jest, he has been tempted to add some of his own punctuation to the memorable opening line of the book. "Think," he says, "how the entire narrative perspective would be changed by the addition of a single comma after the 'me': 'Call me, Ishmael.'"

Asked how he became entangled with Melville in the first place, Hayford said, "It was a fluke! I started out to do my doctoral dissertation (at Yale in 1945) on Emerson's sermons. They'd never been published, and I couldn't get hold of them from the family. A lot of time had passed, so my thesis adviser suggested Melville and Hawthorne. At that time there were nine dissertations on Melville in American libraries, so I asked my adviser if he thought there was room for another one. He told me to forge ahead, and now there are several hundred of them, and more to come, I'm sure." □

Work on the Northwestern-Newberry edition of The Writings of Herman Melville began in 1965, with a total of fifteen volumes projected. Since 1986, the Newberry Library has received \$219,397 in outright funds from the Texts category of the Division of Research Programs to complete the edition.

Journal Of a Voyage from New York to London 1849

Herman Melville had crossed the Atlantic in 1839 as a merchant seaman and sailed the Pacific in 1841–44 on whaling and naval expeditions. This was his first extended trip as a professional writer; it is the earliest voyage for which journals have been found. Melville was sailing to England to conduct negotiations for the publication there of his fifth book, *White-Jacket*, which preceded *Moby-Dick*.



Berkshire Athenaeum

Saturday, Oct. 13 Last evening was very pleasant. Walked the deck with the German, Mr. Adler till a late hour, talking of "Fixed Fate, Free-Will, foreknowledge absolute" &c. His philosophy is Colredegian: he accepts the Scriptures as divine, & yet leaves himself free to inquire into Nature. He does not take it, that the Bible is absolutely infallible, & that anything opposed to it in Science must be wrong. He believes that there are things out of God and independant of him,—things that would have existed were there no God:—such as that two & two make four; for it is not that God so decrees mathematically, but that in the very nature of things, the fact is thus.—Rose early this morning, opened my bull's eye window, & looked out to the East. The sun was just rising, the horizon was red;—a familiar sight to me, reminding me of old times. Before breakfast went up to the mast-head, by way of gymnastics. About 10 o'clock A.M. the wind rose, the rain fell, & the deck looked dismally enough. By dinner time, it blew half a gale, & the passengers mostly retired to their rooms, sea sick. After dinner, the rain ceased, but it still blew stiffly, & we were slowly forging along under close-reefed topsails—mainsail furled. I was walking the deck, when I perceived one of the steerage passengers looking over the side; I looked too, & saw a man in the water, his head completely lifted above the waves,—about twelve feet from the ship, right abreast the gangway. For an instant, I thought I was dreaming; for no one else seemed to see what I did. Next moment, I shouted "Man overboard!" & turned to go aft. The Captain ran forward, greatly confused. I dropped overboard the tackle-fall of the quarter-boat, & swung it towards the man, who was now drifting close to the ship. He did not get hold of it, & I got over the side, within a foot or two of the sea, & again swung the rope towards him. He now got hold of it. By this time, a crowd of people—sailors & others—were clustering about the bulwarks; but none seemed very anxious to save him. They warned me however, not to fall overboard. After holding on to the rope, about a quarter of a minute the man let go of it, & drifted astern under the mizzen chains. Four or five of the seamen jumped over into the chains & swung him more ropes. But his conduct was unaccountable; he could have saved himself, had he been so minded. I was struck by the expression of his face in the water. It was merry. At last he drifted off under the ship's counter, & all hands cried "He's gone!" Running to the taffrail, we saw him again, floating off—saw a few bubbles, & never saw him again. No boat was lowered, no sail was shortened, hardly any noise was made. The man drowned like a bullock. It afterwards turned out, that he was crazy, & had jumped overboard. He had declared he would do so several times; & just before he did jump, he had tried to get possession of his child, in order to jump into the sea, with the child in his arms. His wife was miserably sick in her berth. The Captain said that this was the fourth or fifth instance he had known of people jumping overboard. He told a story of a man who did so, with his wife on deck at the time. As they were trying to save him, the wife said it was no use; & when he was drowned, she said "there were plenty more men to be had."—Amiable creature!—By night, it blew a terrific gale, & we hove to. Miserable time! nearly every one sick, & the ship rolling, & pitching in an amazing manner. About midnight, I rose & went on deck. It was blowing horribly—pitch dark, & raining. The Captain was in the cuddy, & directed my attention "to those fellows" as he called them,—meaning several "Corposant balls" on the yard arms & mast heads. They were the first I had ever seen, & resembled large, dim stars in the sky.

From Volume 15, *Journals*, The Writings of Herman Melville, edited by Howard C. Horsford and Lynn Horth.

ARISTOTLE

THROUGH THE AGES

BY JAMES S. TURNER

IF YOU WERE a philosopher in the fifth or sixth century A.D., you could cross Aristotle's thought with Plato's and get "harmony"—an untenable position, given the different perceptual orientations of the two philosophers, but a fortunate misreading that explains in part why Aristotle's philosophy is extant today, according to Richard Sorabji, professor of ancient philosophy at King's College, London.

Sorabji is general editor of *Ancient Commentators on Aristotle*, a projected forty-volume series being translated from classical Greek with support from the National Endowment for the Humanities, and being published by the Cornell University Press and by Duckworth & Co. Ltd. in London. The project will result in English editions of the most philosophically and historically significant commentaries on Aristotle by relatively unknown but key thinkers in the schools of Athens and Alexandria during late-classical antiquity—roughly the early Christian period from A.D. 200 to 600. It was an era of intellectual ferment in which Aristotelian, Neoplatonic, and Christian commentators vied to appropriate Aristotle's ideas for their own doctrinal ends.

Transformed, Lost, and Found

"We might not be reading Aristotle today if Latin speakers like Thomas Aquinas had read pure Aristotle without the commentary tradition," Sorabji says.

The influence of Aristotle's philosophy declined for many centuries

after Aristotle's lifetime in the fourth century B.C., Sorabji points out. In the first century B.C., Cicero wrote that Aristotle was ignored by all but a few philosophers. And in the third century A.D., Neoplatonism, a philosophical and religious codification of Plato's thought, eclipsed Aristotelianism in the philosophy schools of Athens and Alexandria. Many of Aristotle's original writings and the subsequent commentaries on them vanished into Byzantium during the early Christian era.

Eventually these texts were salvaged by Islamic scholars, who preserved them in the original and in Arabic translation. Not until the thirteenth century, after centuries of ignorance about him, did the schoolmen of western Christendom become aware of Aristotle through Latin translations of the migrant texts.

During the late-fifth and sixth centuries, however, debate flourished in the schools of Alexandria and Athens over the evidence of harmony between Plato and Aristotle, largely be-

cause of the difficulty Neoplatonists encountered in trying to assimilate Aristotle's refutation of Plato's theory of Ideas. Finally, the view of Ammonius, an Alexandrian Neoplatonist, prevailed. Aristotle, he maintained, accepted Plato's Ideas not as eternal, disembodied Forms, but as principles in the divine Intellect that account for the world's beginningless existence, an interpretation that co-opted Aristotle's God as



James S. Turner is assistant editor of Humanities.

a Neoplatonic sustainer of the world.

This transformed understanding of Aristotle, transmitted through the subsequent centuries by the Greek commentaries and their Arabic translations, influenced Christian thinkers' understanding of Aristotle's meanings during the Middle Ages. When Latin translations of Aristotle's works and their commentaries appeared during the thirteenth century, Thomas Aquinas appropriated Aristotle's

thought, as mediated by the late-classical commentaries, to construct his venerable synthesis of faith and reason, the *Summa Theologica*, which set the Roman church on a Christianized Aristotelian foundation.

"Aristotle says that our souls perish when we die, with the possible exception of some part of the intellect that doesn't sound like a personal self at all; that the universe had no beginning; and that God is not interested in whether the physical universe exists or not—he's just busy doing philosophy," Sorabji explains. "Now if Thomas Aquinas had taken Aristotle that way, there would have been no hope that he would have approved of Aristotle."

But because Aquinas's understanding of Aristotle was shaped by the commentaries of the Neoplatonists, he believed that Aristotle's God is interested in the existence of the world and keeps it eternally in being. Though not the same as giving the

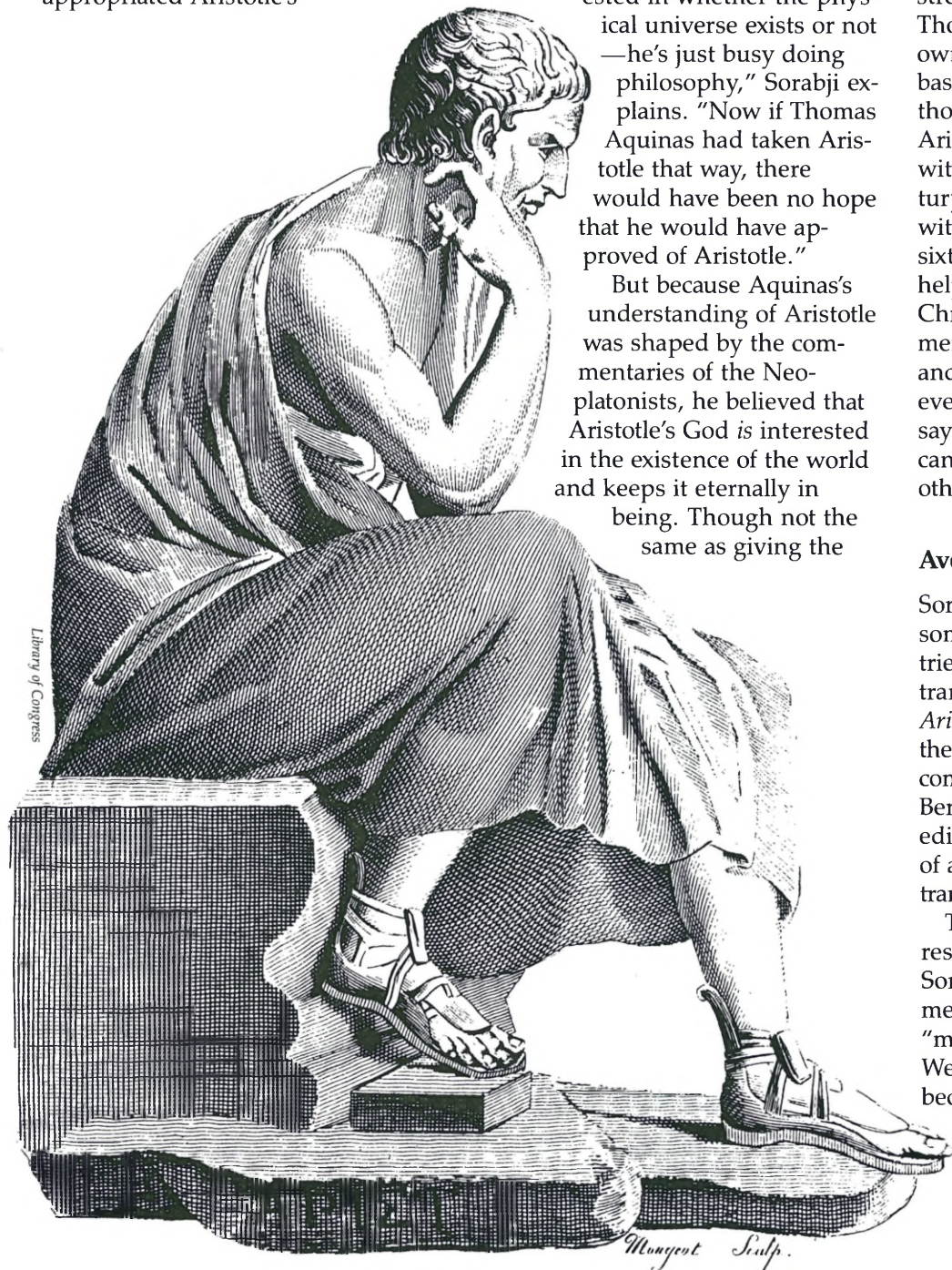
universe a beginning, this view allowed for a kind of divine creative action in Aristotle's thought that made it amenable to Aquinas. In his understanding of Aristotle's notion of the mysterious part of the self that possibly survives, Aquinas also accepted the Neoplatonist interpretation that the most important intellectual part survives.

Basing his acceptance of Aristotle unwittingly on these accrued stretches of interpretation, St. Thomas, through the stature of his own work, helped make Aristotle basic to the tradition of Western thought. The desire to harmonize Aristotle with Plato, which began with Neoplatonism in the third century and reached critical proportions with Ammonius in the fifth and sixth, ended in the thirteenth by helping to make Aristotle safe for Christianity. "Thanks to the commentators, Aristotle was preserved and, with some difficulty, approved eventually by the church," Sorabji says. "If this is not understood, it cannot be seen how St. Thomas and others arrived at their views."

Avenues of Research

Sorabji heads a translation team of some forty scholars from eight countries. The primary source for the translations is the *Commentaria in Aristotelem Graeca*, a compilation of the 15,000 extant pages of ancient commentary on Aristotle, gathered in Berlin between 1880 and 1910. This edition constitutes the largest body of ancient Western philosophy not translated into any modern language.

The translations are important to research scholars in several ways, Sorabji says. The tradition of commentary on Aristotle represents a "missing link" in the history of Western philosophy, he points out, because it fills a gap in Aristotle's legacy between his lifetime and



his ascendancy in the thirteenth century. The commentaries are a valuable record of the teaching in the Aristotelian and Neoplatonist schools of Athens and Alexandria, says Sorabji, as well as a record of the relation of the pagan commentators to their Christian milieu.

The commentaries also preserved much ancient philosophy other than Aristotle's. Because the commentators borrowed from or alluded to many now-lost philosophical works written between 500 B.C. and A.D. 600, their writings constitute a treasure trove of textual fragments encompassing the entire 1,100-year history of ancient Greek philosophy from the Presocratics to the dawn of the Middle Ages. Although the commentaries have been increasingly mined for these fragments in recent years, a special benefit of the translations for non-Greek-reading scholars will be the accessibility of the contexts, necessary to understand how the commentators slanted their selection and interpretation of quotations from other philosophers.

With the aid of an extensive system of indices in the translations, linguists will be able to study the development of word meanings almost wholly uncharted in Liddell and Scott's *Lexicon*. Classical Greek words, overlaid by centuries of philosophical theory, had specialized meanings for the commentators who used them, Sorabji says.

"A translator who didn't know about the 800 years of philosophy after Aristotle might not realize that ordinary-looking Greek words had become technical terms in post-Aristotelian philosophy. You have to know these technical meanings or you may give the wrong translation or an everyday translation that loses the technical force behind the word."

In translating the word "conception," for example, a translator would need to know the Stoic theories about how the mind forms concepts, the rival Atomist theories, and the Neoplatonic or Aristotelian context in which the word is used.

Ancient Commentators on Aristotle

Descriptive Books

Philoponus and the Rejection of Aristotelian Science. Ed. Richard Sorabji, 1987.

Aristotle Transformed: The Ancient Commentators and Their Influence. Ed. Richard Sorabji, January 1990.

Completed Translations

Philoponus: Against Aristotle, on the Eternity of the World. Trans. Christian Wildberg, 1987.

Simplicius: On Aristotle, Physics 6. Trans. David Konstan, 1989.

Alexander of Aphrodisias: On Aristotle, Metaphysics 1. Trans. William E. Dooley SJ, 1989.

In Preparation

Alexander of Aphrodisias: Ethical Questions. Translator, Robert Sharples, February 1990.

Dexippus: On Aristotle, Categories. Translator, John Dillon, March 1990.

Porphyry: On Aristotle, Categories. Translator, Steven Strange.

Philoponus: On Aristotle on the Soul 3. Translator, William Charlton.

Philoponus: Corollaries on Place and Vacuum. Translator, David Furley.

Simplicius: Corollaries on Space and Time. Translator, J.O. Urmson.

Ammonius: On the Categories. Translators, Marc Cohen and Gareth Matthews.

Completed Translations

Three volumes in the series have been translated and published to date: Alexander of Aphrodisias, *On Aristotle, Metaphysics 1* (1989); Simplicius, *On Aristotle, Physics 6* (1989); and Philoponus, *Against Aristotle, on the Eternity of the World* (1987). In January 1990, a general account of the commentator movement will be published. Its title is *Aristotle Transformed: The Ancient Commentators and Their Influence* (London: Duckworth & Co. Ltd.), edited by Sorabji.

Alexander of Aphrodisias

Alexander of Aphrodisias, a leader of Aristotle's Peripatetic school between A.D. 198 and 209 who probably taught in Athens, was the staunchest exponent of Aristotle until Averroës, the great Islamic philosopher of the twelfth century.

In his *Metaphysics* commentary, Alexander spells out Aristotle's objections to Plato's theory of Ideas with quotations and paraphrases from four of Aristotle's lost works,

and provides an expanded account of Plato's late-career "unwritten doctrines," according to which the Ideas are numbers. Alexander's record of the deliberations for and against the theory of Ideas is more detailed than anything in Plato's dialogues or in the modern literature, Sorabji says, and tells more than any other source about what Plato and his circle hoped for from the theory and about how the Ideas were conceived.

Simplicius

Simplicius, a Neoplatonist teaching in Athens during the sixth century A.D., was exiled when Byzantine Emperor Justinian closed the Athenian philosophy schools in 529 for undermining Christianity. Simplicius was contemptuous of Christianity, disparaging Christianity's deepening inroads into pagan culture as a temporary and regrettable phenomenon, Sorabji says. "After the closure, I think Simplicius self-consciously preserved material in fear that Christianity was putting an end to the era of pagan philosophy. He recorded

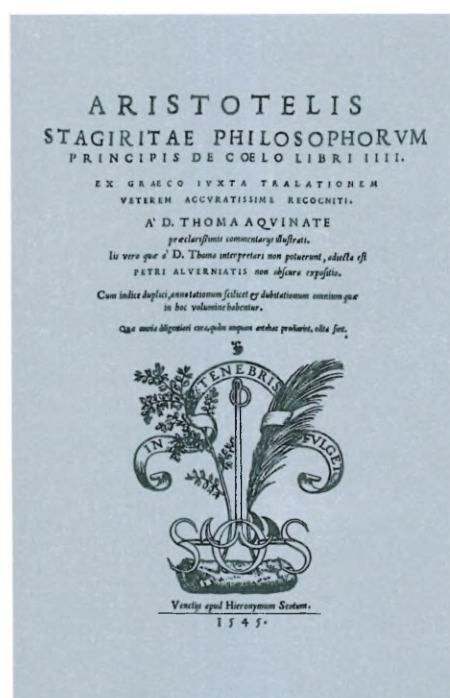
an enormous quantity of otherwise lost information about the preceding thousand years of Greek philosophy."

In his commentary on the *Physics*, the largest of all the ancient commentaries on Aristotle, Simplicius expounds on Aristotle's concepts of motion and objects in space. The commentary provides a panoramic view of the history of the subject throughout antiquity by comparing the different manuscripts of Aristotle, and presenting the interpretations of major Aristotelians and Neoplatonists from Aristotle's immediate successors and earliest editors to a notable proponent of Neoplatonism in the third century, Porphyry. The commentary also preserves the only known quotations from Zeno of Elea, whose paradoxes still fascinated Bertrand Russell in this century.

Philoponus

Unlike the Athenian Neoplatonist school, the Alexandrian Neoplatonists made an accommodation with Christianity. One of the most important Christian Neoplatonists of the Alexandrian school was John Philoponus, a contemporary of Simplicius who lived from ca. 490 to the 570s. "Philoponus was an incredibly original thinker of great stature in Western thought, although not sufficiently recognized," Sorabji says. His impetus theory, an innovation on Aristotle's dynamics, has been called a scientific revolution by modern historians of science, without wide recognition that Philoponus invented it.

The reasons for this anonymity are intriguing, Sorabji suggests: In 680, a century after his death, Philoponus was anathematized for his views on the Trinity, with the result that his writings, unwelcome in Christendom, were first taken up in the Islamic world. While some of his ideas became known in the West through direct translation in the thirteenth century, others filtered through Arab sources without attribution to him, so that modern scholars have believed them to be thirteenth-century



Thomas Aquinas commentary on Aristotle.

developments. "It is supposed, for example, that Bonaventure in the thirteenth century invented the ingenious arguments based on the concept of infinity which attempt to prove the Christian view that the universe had a beginning," Sorabji says. "In fact, Bonaventure is merely repeating arguments devised by the commentator Philoponus 700 years earlier and preserved in the meantime by the Arabs."

Philoponus's *Contra Aristotelem* is a massive attack on the Aristotelian science of his day, tailored to fit his Christian belief that the universe had a beginning, as the orthodox idea of creation required. Having transformed Aristotelian science in the sixth century, he came fully into his own in the West only with the extensive Latin translations of Greek works during the Renaissance. "Galileo mentions Philoponus in his early works more often than he mentions Plato," says Sorabji. "The idea that motion in a vacuum is perfectly possible without implying infinite speed, that different weights don't necessarily fall at different speeds, that motion can be explained

by the impetus within the thing you've thrown, a force implanted within a thing from without: all these ideas of Philoponus were influential in Galileo's time, and contributed to the break with Aristotelian science during the Renaissance."

ACCORDING TO the project's director, David Hoekema, who is the executive director of the American Philosophical Association and an associate professor of philosophy at the University of Delaware, the commentaries are important not only as sources of early and continuing interpretation of Plato and Aristotle. With current ferment in the philosophy of science, he suggests that the commentaries may offer insight.

"The received model of science—the formulation of hypotheses, testing of hypotheses by experiment, all in a truly rational, value-free, neutral mode—has been radically challenged from within the sciences themselves," Hoekema says.

"Physics, for example, like other sciences, involves an interaction between observer and observed, with the implication of human purpose in different models, so that physics is now seen as a human product related to human purposes. This understanding fits Aristotle's notions of nature, which is always connected to the purposes of the human agent, better than it fits the objective model. So the late-classical commentaries are a piece of the Aristotelian tradition that may be useful for philosophers of science to mine."

In addition, for scholars of classical philosophy, of medieval sources, and of Renaissance science who have not had access to the commentaries in the original Greek, the current translations of the ancient commentators on Aristotle may open up interesting new terrain with ample potential for fruitful research. □

In 1988, to translate ancient commentaries on Aristotle, the American Philosophical Association received \$300,704 in outright funds from the Texts category of the Division of Research Programs.

"One of the opportunities we have here is to bring outstanding scholars together as a counterweight to the isolating tendencies that inevitably affect humanistic scholarship," says W. Robert Connor, who is not only in a position to know but also in a position to make it happen.

Last August, Connor became head of the National Humanities Center in Research Triangle Park, North Carolina. Established in 1978 as a privately incorporated institute for advanced study in the humanities, the center, which receives support from the National Endowment for the Humanities and a range of nonfederal sources, offers up to forty academic-year residential fellowships annually. It has brought together scholars from more than 100 American colleges and universities and from twenty nations other than the United States. Their research has led to the publication of more than 300 books.

Connor, a widely recognized scholar in ancient Greek cultural history, came to the center after serving most recently as a classics professor and head of the Council of the Humanities at Princeton University.

"We work, very largely, individually, and I think that's right," he says. "But when you're doing individual scholarship, it's important to be able to talk in constructive and stimulating ways not just with those in your own specialty but with a wider range of people. It's invigorating to be among a group of scholars of very high caliber who are engaged in parallel kinds of work. We're not trying to impose the parallelisms; we're trying to discover them."

Connor sees his mission as threefold. First, he says, is to continue bringing scholars of the highest attainment and of all nationalities to the center as the foundation of its work.

Second is to encourage the most



Courtesy of National Humanities Center

W. ROBERT CONNOR, *Director of the National Humanities Center*

thoughtful exchange among them that is possible.

Third, and probably the hardest to implement, he says, is to let the fellows' discussion be heard more broadly in society. "Humanists have important insights for the education of young people and for society at large," Connor says.

How does exchange among scholars in a research center affect undergraduate education? "Over long periods of time, scholarly developments drive the undergraduate curriculum," Connor points out. "It's important that scholarship be done at the highest possible level and with some breadth, because it ultimately affects the way students get taught. The conversation that may go on in our seminars and over the coffee and lunches here ultimately shapes the way the humanities are presented to undergraduates."

And how do the center's scholarly exchanges affect society? "The humanities have a lot to say about our understanding of foreign cultures," says Connor. "I think we recognize that America's place in the world is shaped not simply by military and economic power but by our ability to relate effectively to people of different traditions. To train people, to help students, to help society in general understand different cultures is essentially a humanistic task. To do that better is extremely important for a civilization, and I think it's one of the things humanists do that relate to a much wider set of national interests and concerns."

As part of its public outreach, the center sponsors a radio program called *Soundings*, a weekly half-hour talk show with resident or visiting humanists that reaches an estimated quarter-million people per program on 300 stations nationwide.

In addition to teaching and administering the humanities at Princeton, Connor has served as president of the American Philological Association and as a member of the executive committee of the American School of Classical Studies in Athens. He has held a number of fellowships, including one from NEH. His books include *Theopompus and Fifth-Century Athens* (1968), *The New Politician of Fifth-Century Athens* (1971), and *Thucydides* (1984).

While maintaining traditional dialogues among scholars, Connor intends to open some new ones. Regarding the current interest in "humanizing" the sciences, he says: "We've been through and continue to go through a period of immensely creative scientific and technological change, yet how do you integrate change of that sort into a society, how does it become part of a culture, how does a culture deal with it? That's the big issue, and we're in a position to examine it." □

—James S. Turner

National Humanities Center



Photo by Joann Sieburg-Baker

The Art of Zen

BY STEPHEN ADDISS

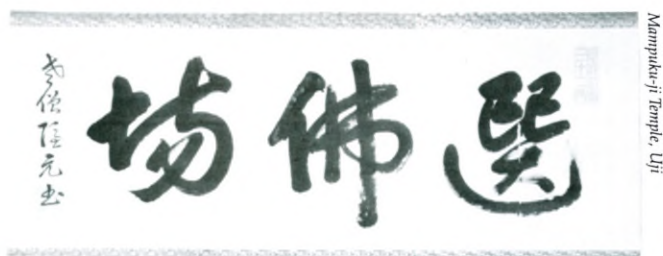


Figure 2. Meditation Hall



Figure 1. Daruma Meditating

IN THE 1620s, a Japanese farmer climbing up a mountain near Mount Fuji might discover an ink painting hanging by the opening to a small cave. The farmer could, if he wished, leave an offering of rice and take the painting home with him to hang in his household altar.

One such image (Figure 1), executed with a few strokes of the brush, evokes the intensity of Zen meditation so fully that this and other works by Fugai Ekun (1568–1654) are treasured by temples, museums, and collectors. The scowling subject is Daruma, the patriarch of East Asian Zen, who traveled from India to China and is said to have meditated in front of a wall for nine years without ceasing. Fugai not only painted this subject many times, but also emulated Daruma by abandoning temple life at the age of fifty to live in caves as a hermit.

Fugai is one of twenty-eight Zen masters represented in a recent exhibition organized by the Spencer Museum of Art at the University of Kansas with the support of the National Endowment for the Humanities, the National Endowment for the Arts, and the Japanese Commemorative Association. The show included seventy-seven paintings and calligraphy by the most important Zen masters from 1600 to 1925; many were works borrowed from Japanese temples

and private collections. Several of the scrolls represent the work of immigrant Chinese monks who left their homeland after the fall of the Ming dynasty in 1644, seeking the Zen ideal of individual enlightenment through meditation and inner discipline. The spiritual leader of these immigrants to Japan was Ingen (Chinese: Yin-yuan, 1592–1673). His large calligraphy, *Meditation Hall*, was written to serve as a model for a signboard to be hung in a temple hall where monks did their daily meditation (Figure 2). Ingen developed his calligraphic technique from his study of Ming models, gradually evolving his own massive and yet graceful style.

A second immigrant from China was the monk Shin'etsu (Ch: Hsin-yueh, 1639–1696), who arrived at Nagasaki in 1677. He was creative in a number of fields, including poetry, calligraphy, painting, and music. In *Bamboo* (Figure 3), his elegant brushwork is particularly appropriate. Bamboo was considered to have the enduring virtues of the scholar-sage in that it would bend but not break in the wind, and stayed green all winter long. Shin'etsu's scroll shows two clumps of bamboo in gray and black ink, with the inscribed couplet:

*Many stalks and many leaves
in the rain,
Sometimes sparse, sometimes dense
in the wind.*

The arrival of the Chinese monks offered a temporary stimulus to Japanese Zen, but because of the lack of government support for Buddhism and the increased materialism of the populace, by the middle of the eighteenth century Zen was experiencing a serious decline. At this time the monk who is considered the greatest Zen master of the past five hundred years appeared, Hakuin Ekaku (1685–1768). Through his teaching,

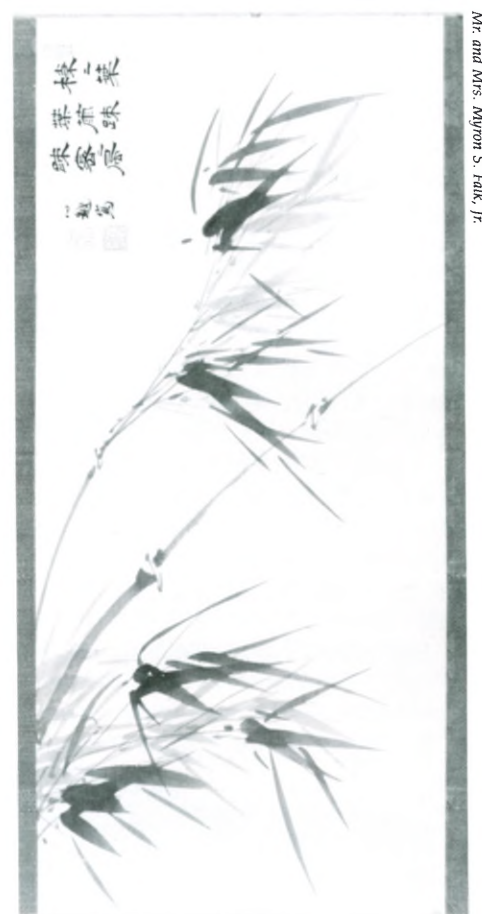


Figure 3. Bamboo

Stephen Addiss is professor of art history at the University of Kansas in Lawrence.

writings, public lectures, and art work, he invigorated the tradition to the point where current masters of the Rinzai sect claim spiritual descent from him.

During the first five decades of his life Hakuin did little brushwork, but in his sixties he began to create what would become a new visual language for Zen. One of the finest calligraphies of Hakuin's late years has the word for *Within* in large size, with the inscription on either side (Figure 4):

*Meditation within activity
is a million times better
than meditation within stillness*

The calligraphy is full of movement and subtle ink tonalities. In his art as well as in his teachings, Hakuin never tired of stressing that Zen practice should be active rather than passive. Here the massive character for "within," made up of a rectangle divided by a strong vertical line, runs the length of the scroll. It dominates the composition with an insistence that cannot be denied, of the necessity for meditation to extend into all facets of life. In East Asia, brushwork has long been believed to be the surest evidence of individual personality and depth of spirit, and we can sense the force of Hakuin's inner vision in this scroll. Creating and then viewing this calligraphy are themselves examples of

meditation within activity, first for the artist and now for us today.

One of Hakuin's leading pupils was the monk Reigen Eto (1721–1785), who painted with a more gentle touch than did his master. Living for many years in the mountains, Reigen had an empathy with nature, as can be seen in his small scroll of *Hut and Crows* (Figure 5). Deftly placed alongside the ash gray brushwork, his inscription contains just five words:

*Crows pass
old village
frost*

It has been this ability to find beauty and enlightenment in everyday life that has distinguished Zen, and Zen art, in Japan. The scrolls, painted as objects of meditation, still have the power to communicate their spiritual intensity to us in another culture and another age. □

The university's Spencer Museum organized a traveling exhibition of the Zen works with \$100,000 in support from the Division of General Programs. Other venues included the Santa Barbara Museum of Art and the Herbert F. Johnson Museum of Art at Cornell University in Ithaca, New York.

An accompanying book, *The Art of Zen*, with text by Stephen Addiss and including sixty-four pages of color plates, has been published by Harry N. Abrams.



Figure 5. Hut and Crows

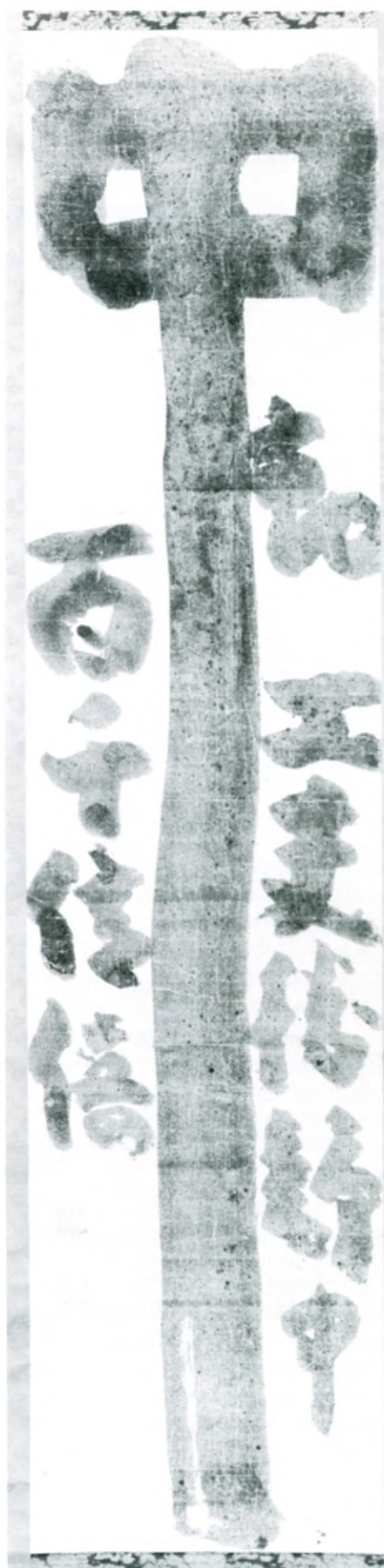


Figure 4. Within

Rehnquist

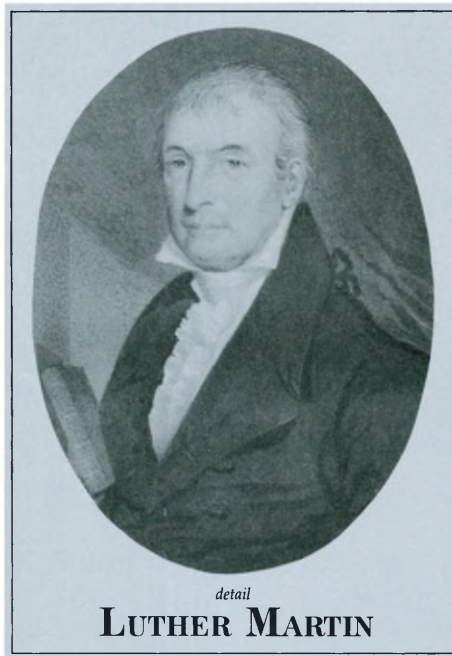
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cause his actions during the rebellion were not in dispute—he had led the rebellion, such as it was. His attorneys at the first trial had contended that if the rebellion were directed only against one particular law—the tax law—and not at the laws of the United States in general, it did not amount to treason within the constitutional or statutory definition. The government had contended to the contrary, and its view had been accepted by the Court in the first trial.

The point of disagreement between Chase and Fries's counsel was not a very large one. Chase's written opinion—which would in effect be a charge to the jury—made it clear that the jury was to be the judge of the law as well as of the facts, and nothing in Chase's opinion prevented the attorneys from arguing to the jury their view of the law.

On the day after the opinion was handed to the lawyers, Chase and Judge Peters were obviously disturbed by the prospect that Fries's counsel would withdraw; the two judges told the lawyers that they could consider the opinion withdrawn and that the lawyers could proceed in whatever manner they wished.

The lawyers withdrew anyway, an action that seems to me, in a capital case, far more outrageous than anything done by Justice Chase. Chase had a tendency to be arbitrary and imperious—qualities not desirable in a judge, particularly in a trial judge—and his ruling before having given counsel an opportunity to argue a critical legal point was as contrary to the practice then as it is now. But surely an adverse ruling by a trial judge is not a permissible basis for counsel withdrawing from a case—particularly a capital case—and leav-



National Portrait Gallery, Smithsonian Institution

ing the defendant without counsel. Fries's counsel sought to justify their conduct by saying that if they could not conduct the defense the way they wished to, they thought the best thing to do was to leave Fries without counsel because he would thereby have a better chance of obtaining a pardon from the President if he were convicted. In this respect their judgment was correct—Fries was convicted of treason, sentenced to hang, and pardoned by President John Adams.

Even those most strongly critical of Chase's conduct on the bench have never thought the charges against him in the Fries case amounted to an impeachable offense. The charges against Chase in connection with his conduct of the Callender trial were a good deal more serious. It was charged that Chase himself had provided the book written by Callender, *The Prospect Before Us*, to be presented to the grand jury in Richmond as the basis of a sedition indictment. He had discussed the contents of the book and the likely guilt of its author with a casual acquaintance in the stage-coach between Baltimore and Richmond.

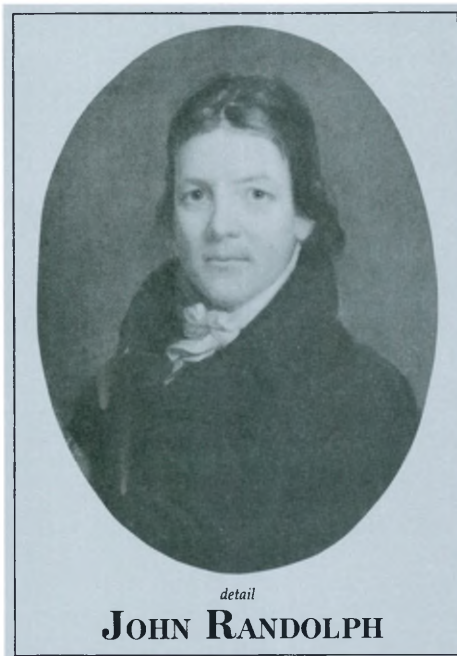
During the trial, it was charged, he adopted an extremely strict standard which had to be met before a potential juror could be challenged for bias: The juror must not only have formed an opinion about the case, but must have stated that opinion. He also refused to admit the

testimony of one witness which was offered to negate a part of a count; Chase ruled that it must negate the entire count. He was further charged with having frequently interrupted counsel, and with having ridiculed one of the counsel, William Wirt, by referring to him as a "young gentleman." In this case, too, the attorneys became so discouraged by Chase's conduct that they, like Fries's attorneys in the Philadelphia trial, withdrew from the case.

The charges based on the Callender trial have historically been regarded as the strongest against Chase, but up until fifteen years ago it was the received wisdom in this matter to say that the efforts to impeach Chase were based on political partisanship and that he deserved to be acquitted. But Raoul Berger, in his book about impeachment, makes a strong argument that Chase should have been convicted for his conduct in the Callender case. I don't agree with this view, but it deserves to be taken seriously.

Berger's thesis depends upon acceptance of the proposition that Chase deliberately set out to indict, convict, and imprison Callender without any regard for the necessary forms of the law. It is possible to draw this conclusion from the written transcript of these proceedings, but it is also possible, I think, to conclude that he was an impatient, headstrong, overbearing martinet—scarcely a recommendation for a judge, but not the same sort of condemnation as Berger's.

With respect to the charge based on Chase's lecture to the Baltimore grand jury, there was a dispute as to what words Chase had actually used when he spoke to that body. The differences between the two versions



were ones of nuance; it was agreed that he had criticized the repeal bill on judges, that he had decried the tendency toward equality by "modern day reformers," and that he was critical of a proposed amendment to the Maryland constitution. In his defense it should be said that other judges at that time gave similar political lectures to grand juries, though perhaps not quite so vociferously as Chase. There should have been a milder way of dealing with that problem than removal from office.

The closing arguments to the tribunal began on February 20, 1805, and in the oral tradition of that time, lasted several days. Historians think Chase had a distinct edge in the legal talent on his side. The final arguments of Luther Martin and John Randolph are a striking contrast: Randolph's argument is florid in the best tradition of the eighteenth century; Martin's is very colloquial and resembles in many respects a twentieth-century jury argument.

On March 1, the Senate convened to vote on the eight counts against Chase. Senator Uriah Tracy of Connecticut was brought into the chamber on a stretcher in order to cast his vote. Since the names of the senators were called individually on each of the eight counts, the roll call took some time. There were twenty-five Republicans and nine Federalists in the Senate, and it was clear that if the senators voted along party lines the necessary two-thirds vote to convict Chase could be had.

The first roll call was on the charges growing out of the Fries trial, and on this count the vote was sixteen to convict, and eighteen to acquit. All nine Federalist senators voted to acquit, and they were joined by nine of the twenty-five Re-

publicans. On the next series of counts, growing out of the Callender trial, there was a majority of eighteen to sixteen to convict, but the two-thirds rule was, of course, not satisfied. The final vote was on the charge to the Baltimore grand jury, and on this count the managers came the closest to success: nineteen senators voted to convict, and fifteen to acquit.

After the roll call, the Vice President rose and recited the votes on each count, and then recited the portentous words "It, therefore, becomes my duty to declare that Samuel Chase, Esquire, stands acquitted of all the Articles exhibited by the House of Representatives against him. . . ."

Had the outcome of the Chase trial in the Senate been different, the independence of the federal judiciary generally, and that of the Supreme Court in particular, would have been threatened.

William Giles, who was one of the leaders of the Republicans in the Senate, described his views about impeachment to John Quincy Adams, and since Adams was an inveterate diarist we have the benefit of them today:

The impeachment was not a criminal prosecution . . . and a removal by impeachment was nothing more than a declaration by Congress to this effect: you hold dangerous opinions, and if you are suffered to carry them into

effect, you will work the destruction of the union. We want your offices for the purpose of giving them to men who will fill them better.

Such a theory, had it been adopted by the Senate, would have made short shrift of judicial independence and put the Supreme Court very much at the mercy of a Congress controlled by those who disagreed with the prevailing constitutional philosophy of the Court.

The role played by Chief Justice John Marshall in the Callender trial offers interesting insights. He irked some Federalists when parts of his testimony on proper procedures of Virginia law (then binding on federal courts) reflected unfavorably on Chase. At the same time his personal papers show Marshall was very concerned that the conviction of Chase would augur ill for the Court. In a letter to his brother, Marshall criticized the move to impeach Chase and went on to observe:

I think the modern doctrine of impeachment should yield to an appellate jurisdiction in the legislature. A reversal of those legal opinions deemed unsound by the legislature would certainly better comport with the mildness of our character than a removal of the Judge who has rendered them unknowing of his fault.

Certainly only a chief justice verging on despondency would have penned these lines.

Had Chase been convicted, there would undoubtedly have been sentiment among the Republicans to attempt to remove more members of the federal judiciary, including members of the Supreme Court, in order to bring the judiciary into harmony with then-prevailing public opinion. What would have become of those

*"Jefferson,
disgusted with
the outcome,
referred to
impeachment
as a
scarecrow."*

attempts is a matter of speculation; but since Chase was acquitted, and not convicted, there never were any such attempts.

For the federal judiciary as a whole, Chase's acquittal has stood for the proposition that a judge's judicial acts while on the bench, though falling far short of acceptable standards, are not grounds for removal by impeachment.

The nearly two centuries of practice following Chase's acquittal confirm his view. Jefferson, disgusted with the outcome, referred to impeachment as a "scarecrow." Only two years later, judicial independence would be put to another test when many of the same cast of characters—almost as if they were part of a traveling judicial road show— assembled in Richmond for the trial of none other than former Vice President Aaron Burr on a charge of treason. The proceedings took place before John Marshall, sitting as a circuit justice in that court just as Samuel Chase had sat as a circuit justice there seven years earlier in the trial of James Callender. And who should represent Burr? None other than Luther Martin.

In the fall of 1806, President Jefferson had issued a proclamation warning Americans west of the Appalachians against a conspiracy to detach from the Union the new states there—Tennessee, Kentucky, and Ohio—or to mount an armed expedition against Spain, which owned both Texas and what was called Spanish Florida. Pressed by Congress for information as to the leadership of the conspiracy, Jefferson, in January 1807, declared that Aaron Burr was the leader, and that "his guilt was placed beyond question."

It is not difficult to imagine the fate of a criminal defendant in al-

most any other country of the world at the time if the political leader of that state publicly declared his guilt in such unqualified terms. But, thanks to Article III of the Constitution, John Marshall did not work for Thomas Jefferson. Marshall thoroughly and carefully considered the case against Burr over a period of several months. He ruled that the government had not proved a necessary overt act on the part of Burr to convict him of treason, but that he should be held to answer on a lesser charge.

Throughout these proceedings Jefferson fumed. At the conclusion of the Burr trial, he sent a message to Congress which, with typical ambiguity, suggested that the reason for Burr's acquittal might not have been the constitutional principle involved but instead the way in which the Constitution was interpreted by Marshall. Veiled threats of impeachment were made against the chief justice, but nothing came of them. The outcome of the Chase trial allowed Marshall and succeeding federal judges to discharge their responsibilities without fear of executive or legislative oversight through impeachment.

Since these early days of the Republic and the trial of Samuel Chase, ten judges have been impeached by the House of Representatives. Of these, six were convicted, three were acquitted, and one resigned rather than face trial before the Senate. One of the convictions—that of Judge

West H. Humphreys in 1862—was by default, since he had accepted appointment as a Confederate judge in Tennessee. Another of them, Robert W. Archbald, was found guilty of financial improprieties in connection with his judgeship. The third, Halstead R. Ritter, was found guilty by a bare two-thirds vote—fifty-six to twenty-eight—of receiving corrupt payments and filing false income tax returns. The fourth, Harry Claiborne, was also found guilty of income tax evasion. The fifth, Alcee Hastings, and the sixth, Walter Nixon, were both found guilty on charges of perjury.

Perhaps it was not intended by the framers of the Constitution that the power of impeachment and removal of judges should be limited to the sort of instances of venality exhibited by Archbald and Ritter. But to my mind, that is a far more satisfactory result, from the point of view of an independent judiciary, than would be the use of impeachment as an *in terrorem* control by the legislature over judicial decision making. The scope of the impeachment power was an open question as the Constitution was written; the restrictive view of it taken by those who voted to acquit Justice Chase is an essential cornerstone of the judicial independence which we enjoy today under our constitutional system. □

The article is adapted from remarks by the Chief Justice at the DeRoy Fellow Lecture of the University of Michigan Law School.

In 1988, Georgetown University received \$60,000 in outright funds from the Public Humanities Projects program of the Division of General Programs to complete "A Bicentennial Project on Constitutional Government in a Changing American Society."

CALENDAR

January ♦ February



© animation ab for svenska filminstitutet

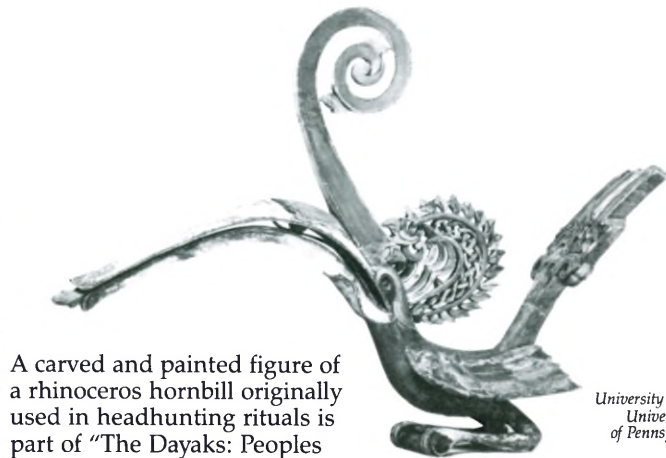
"Ancestors," an exhibit tracing the development of early humanity, opens January 21 at the Maxwell Museum of Anthropology in Albuquerque.

Two children's films, "Bill and Bunny" and "Frog and Toad," are part of the series, "Long Ago and Far Away," airing February 3 and 10 on PBS.



Composite, Minnesota Historical Society

Wolfe Chief, Goodbird, and Buffalo Bird Woman are Hidatsa Indians whose lives are the focus of "The Way to Independence," an exhibition at the State Historical Society of North Dakota in Bismarck through September.



University Museum
University
of Pennsylvania

A carved and painted figure of a rhinoceros hornbill originally used in headhunting rituals is part of "The Dayaks: Peoples of the Borneo Rainforest," currently on exhibit at the University Museum in Philadelphia.



Museum of Our National Heritage

"Lafayette, Hero of Two Worlds" runs from February 11 through May 20 at the Museum of Our National Heritage in Lexington, Massachusetts.



Carnegie Museum of Natural History

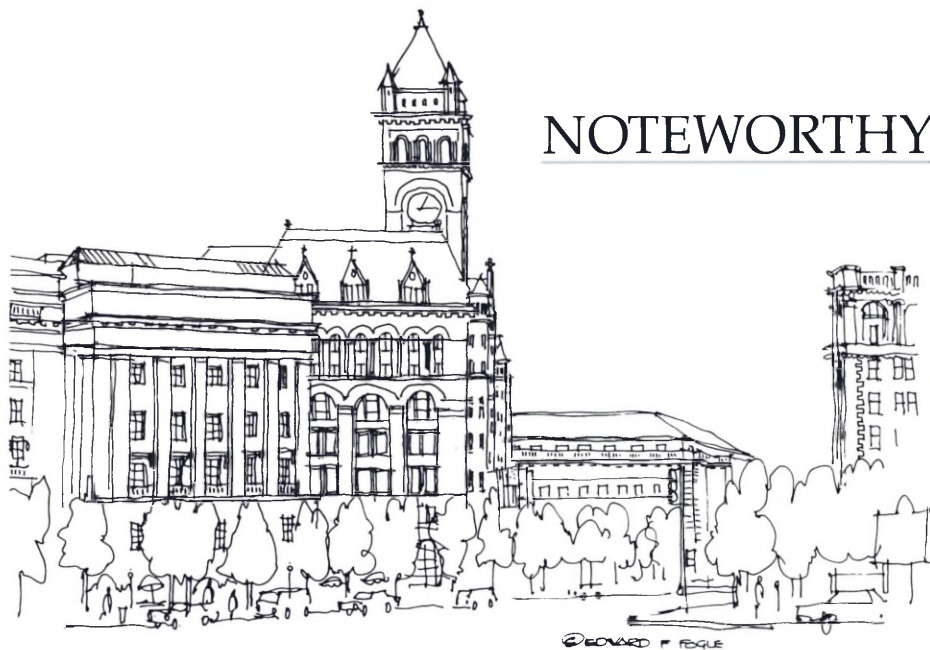
The redesigned Egyptian Hall reopens February 10 at the Carnegie Museum of Natural History in Pittsburgh.



Ollie Hollowell © Exit Films Inc.

"Near Death," a six-hour documentary, looks at the ethical and philosophical issues surrounding life-sustaining treatments for the terminally ill. It airs January 21 on PBS.

Kristen Hall



NOTEWORTHY

Advancing the Humanities

The "Advancing the Humanities" project of the American Association of Community and Junior Colleges is entering its second phase. In the first stage, eight schools were chosen to be pilot sites of text-based humanities programs. Now the project directors from each of the schools will describe their programs at a symposium, and the eight will become mentor institutions for three more schools each. The funding of the project by NEH includes the publication of a paperback book describing each of the model programs. More than 1,224 AACJC member institutions will receive a copy.

Library of America

A decade after its inception, the Library of America continues to produce authoritative editions of American classics, now totaling forty-six volumes. Chosen by the Book of the Month Club as a main selection is the new Lincoln volume by Pulitzer Prize-winner Don Fehrenbacher.

The Library of America, with support from the National Endowment for the Humanities, was begun in 1979 with the purpose of making the writing of America's great thinkers accessible to the general reader. In an effort to put the volumes into the nation's high schools, the Library of America is currently doing a trial

run in California with the Los Angeles Times/The Times Mirror Foundation and the Andrew W. Mellon Foundation, offering \$500 matching funds to any high school in the state that wants to participate. The Mellon Foundation has already been involved with a number of state humanities councils in matching funds to provide sets of the volumes to public libraries. The series is also going paperback, produced by Vintage on acid-free paper.

Humanities Subscriptions

A new group has been added to our Humanities subscriber list. People who donate more than \$75 to the Pennsylvania Humanities Council get a bonus subscription to *Humanities*, along with the state council newsletter, a series of posters depicting the framers of the Constitution, and an invitation to a reception with the governor.

<input type="checkbox"/> Company or personal name <input type="checkbox"/> CPO Deposit Account <input type="checkbox"/> VISA or MasterCard Account	
(Additional address (if known)) Street address City, State, ZIP Code Telephone (including area code)	
(Check payable to the Superintendent of Documents) (Credit card expiration date) Signature	
MAIL TO: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9371	

Other state humanities councils are considering magazine promotions. FYI: The Government Printing Office gives a 25% discount on the \$9-per-subscription cost if you order a bulk subscription of 100 or more copies deliverable to a single domestic address.

Carole Parish

Timeline credits

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Page 18. Top: (detail) Victoria and Albert Museum; photo by Susan Querry; no credit; Library of Congress. Bottom: Hashem Khosrovani Collection; University of North Carolina Press; photo by Susan Querry; Alice Price.

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THE GUIDE

for those who are thinking
of applying for an NEH grant

Masterwork Study Grants

BY RALPH C. CANEVALI

IN BROOKLYN, at Xaverian High School, teachers have joined with a scholar from a local college to read and discuss Dante's *Inferno*. In Englewood, New Jersey, a group of teachers from the Dwight-Englewood School is working with a scholar to examine aspects of early Indian, Chinese, and Japanese civilizations. In St. Louis, the topic is writers of the Harlem Renaissance; in San Francisco, Roman comedy; and in Albuquerque, the theme of alienation in the literature of the American Southwest.

All of these projects have been funded under a new Endowment category called Masterwork Study Grants, added last year by the Division of Education Programs to its Elementary and Secondary Education in the Humanities Program. Recognizing that teacher education is ongoing and that in-service training rarely provides the rigor and content teachers desire, the Endowment offers Masterwork Study Grants to provide precollegiate educators with opportunities for intellectual stimulation and renewal.

Masterwork projects bring school administrators and teachers together to study humanities texts under the direction of scholars from colleges, universities, or cultural organizations. Participants examine significant primary and secondary sources in literature, history, foreign languages, philosophy, or other humanities disciplines. Projects are intended to take place during the school year, but summer study can be arranged.

Masterwork projects generally involve eight to fifteen teachers and school administrators. Most sessions

last from two to six hours and combine lecture and discussion. The number of meetings varies according to the needs of participants. In Columbia, South Carolina, for example, high school teachers studying the origins of the U.S. Constitution will attend eleven monthly seminars. Other masterwork projects, like the one for English teachers in Great Neck, New York, on classic works of Hebrew, Greek, and Roman literature, call for meetings every week. Teachers from the Os-naburg Local Schools in East Canton, Ohio, took part in a week-long summer workshop during their examination of "Classic Power Struggles in Selected Twentieth-Century Works."

Masterwork projects have helped redefine the concept of professional development for teachers by reinforcing collegial ties and fostering the formation of intellectual communities in schools and school districts. One participant in a recent masterwork project on Homer's *Odyssey* for elementary school teachers was "struck by the easy camaraderie and cohesion that the grant has created. The teachers, adventuring together in an adult endeavor, were able to work and share together on other levels as well."

A masterwork proposal may simply reflect common intellectual interests, as teachers shape programs of study that match their particular needs. Or a proposal may stem from a curricular mandate that requires teachers to provide instruction in a subject for which they are inadequately prepared. In either case, it is expected that teachers will return to their classrooms with the enthusiasm that comes from serious engagement with the humanities.

Grant funds are intended to cover the following expenses: salaries, wages, and fringe benefits for project

directors and support personnel; stipends for participants; fees for project faculty; travel and subsistence costs for any faculty who must be brought in from outside the area; supplies and materials required for the conduct of project activities; and other direct and indirect costs applicable to the project. Because of the modest cost of masterwork projects, institutional cost-sharing is not required.

Although individual teachers and school administrators are encouraged to initiate masterwork projects, the school or school system serves as the applicant institution. Local colleges, universities, museums, and cultural organizations interested in working with teachers are also eligible to apply.

Because masterwork projects are intended to strengthen ties between elementary and secondary schools and institutions of higher education, humanities scholars must be involved in planning a project. Identifying and contacting such scholars constitutes an important first step toward shaping a successful application. A complete proposal will contain a narrative description of the project, a compelling intellectual rationale, a detailed syllabus and work plan, as well as curriculum vitae and letters of support from all project personnel.

The Endowment staff is eager to assist those interested in submitting proposals for Masterwork Study Grants. Applicants should contact an NEH program officer several months before the deadlines (May 15 and December 15, 1990) to discuss their proposals.

Application forms and further information can be obtained from the Division of Education Programs, Room 302, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, 202/786-0377. □

Ralph C. Canevali is a program officer in the Division of Education Programs.

GRANTS BY DISCIPLINE

Some of the items in this list are offers, not final awards.

Grant amounts in each listing are designated as FM (Federal Match) and OR (Outright Funds). Division and program are designated by the two letter code at the end of each listing.

Division of Education Programs

- EH Higher Education in the Humanities
- ES Elementary and Secondary Education in the Humanities

Division of General Programs

- GN Humanities Projects in Media
- GM Humanities Projects in Museums and Historical Organizations
- GP Public Humanities Projects
- GL Humanities Programs in Libraries and Archives

Office of Preservation

- PS Preservation
- PS U.S. Newspaper Program

Division of Research Programs

- RO Interpretive Research Projects
- RX Conferences
- RH Humanities, Science and Technology
- RP Publication Subvention
- RA Centers for Advanced Study
- RI International Research
- RT Tools
- RE Editions
- RL Translations
- RC Access

Archaeology and Anthropology

Princeton U. Press, NJ; Margaret H. Case: \$7,000. To publish a study of the early history and development of the textile arts. **RP**
U. Press of New England, Hanover, NH; Thomas L. McFarland: \$7,000. To publish a study of archaic folk trades from northern New England. **RP**
U. of Pittsburgh, PA; Jeremy A. Sabloff: \$178,474. To conduct a six-week institute on the history of pre-Columbian Mesoamerica for 25 professors. **EH**
U. of Texas Press, Austin; Theresa J. May: \$7,000. To publish a study of the design of Inka settlements before the Spanish conquest in 1532. **RP**

Arts—History and Criticism

American Musicological Society, Philadelphia, PA; Alvin H. Johnson: \$7,000. To complete an edition of the music of Boston composer William Billings, 1746–1800. **RP**
American Repertory Theatre, Cambridge, MA; Robert Scanlan: \$120,576 OR; \$30,000 FM. To

conduct public forums and interpretive essays on historical, literary, and philosophical issues in plays produced at a regional theater. **GP**
Art Institute of Chicago, IL; Ramona M. Austin: \$15,843. To support a symposium examining the influence in the Americas, principally among African-American and Hispanic communities, of the art, thought, and religious rituals of Nigeria's Yoruba people. **GP**
Duke U., Durham, NC; Bryan R. Gilliam: \$18,342 OR; \$5,000 FM. To conduct an international conference on the life and work of Richard Strauss in the context of European culture. **RX**

Ann H. Guest: \$13,069. To prepare a book on Nijinsky's dance score for Debussy's ballet, "L'Après-Midi d'un Faune," including a guide to his system, new materials, and a glossary. **RO**
Johns Hopkins U., Baltimore, MD; Frances Ferguson: \$170,000. To support a five-week institute on the development of aesthetics as a branch of philosophy in the 18th century for 25 participants. **EH**

Long Island Stage, Rockville Centre, NY; Jeffrey E. Ransom: \$80,336. To conduct a symposium on George Bernard Shaw. **GP**
Rutgers U. Press, New Brunswick, NJ; Leslie Mitchner: \$7,000. To publish an analysis of changing aesthetics in poetry and painting in 18th- and early 19th-century England. **RP**
Southern Illinois U. Press, Carbondale; Kenney Withers: \$14,000. To publish two volumes in a 16-volume biographical dictionary of actors, actresses, musicians, and others involved in the London theater from 1660 to 1800. **RP**

U. Community Concerts, College Park, MD; Gabrielle Palmer: \$61,000 OR; \$23,500 FM. To conduct preperformance seminars on the history, theory, and criticism of musical pieces in a series of early music concerts. **GP**

U. of California, Irvine; William J. Lillyman: \$12,410 OR; \$2,000 FM. To support an interdisciplinary conference on the relationships between postmodern architecture and contemporary culture. **RX**

U. of Chicago Press, IL; Karen G. Wilson: \$7,000. To publish a study of the narrative order of monumental mural cycles in Italian churches from A.D. 431 to 1600. **RP**
U. of Hawaii Press, Honolulu; Patricia E. Crosby: \$7,000. To publish a volume on the contribution of women to Chinese and Japanese painting. **RP**

U. of Illinois, Urbana; Richard J. Betts: \$132,154. To conduct a six-week institute on the history of architectural literature from the Renaissance to modern times for 25 professors. **EH**

U. of Illinois Press, Urbana, Champaign; Judith M. McCulloh: \$7,000. To publish a collection of unpublished writings by American composer Harry Partch, 1901–74. **RP**

Westfield Center for Early Keyboard Studies, Easthampton, MA; Lynn D. Edwards: \$17,229 OR; \$5,000 FM. To conduct a conference on Haydn's piano sonatas. **RX**

Westfield Center for Early Keyboard Studies, Easthampton, MA; Lynn D. Edwards: \$32,650. To plan a four-day conference placing composer Wolfgang Amadeus Mozart in his cultural and intellectual milieu. **GP**

92nd Street YM-YWHA, NYC; Omus Hirshbein: \$20,336 OR; \$20,000 FM. To support a symposium and book interpreting the works of Franz Schubert that will accompany performances of his musical compositions. **GP**

Classics

Johns Hopkins U. Press, Baltimore, MD; Eric Halpern: \$7,000. To publish a dictionary describing all known topographical features of ancient Rome and providing an account of their history. **RP**

Tufts U., Medford, MA; Peter L. Reid: \$356,764. To conduct two four-week institutes on Aristophanes and Homer for 36 high school Latin teachers in 1990 and 1991. **ES**

U. of Arizona, Tucson; J. Norman Austin: \$144,115. To support an institute on Homer's vision of the world for 24 professors. **EH**

U. of Maryland University College, College Park; Gregory A. Staley: \$201,600. To conduct a four-week institute on classical mythology for 36 junior and senior high school Latin and English teachers. **ES**

History—Non-U.S.

Case Western Reserve U., Cleveland, OH; Michael Altschul: \$20,000. To develop an introductory course on modern world history and basic historical method. **EH**

Columbia U., NYC; David J. Rothman: \$155,000. To support a four-week institute for 20 professors on how medicine and culture have evolved to shape modern values, traditions, and institutions. **EH**

Cornell U. Press, Ithaca, NY; John G. Ackerman: \$7,000. To publish a study of the Red Army's role in transforming the Russian political order from the 1917 revolution to 1930. **RP**

Dwight-Englewood School, NJ; Doris D. Gelman: \$20,702. To conduct a masterwork study project on India, China, and Japan for ninth- and tenth-grade teachers. **ES**

Eckerd College, St. Petersburg, FL; Lloyd W. Chapin: \$26,260. To conduct a three-year program of collaborative faculty study of the Western classics and Chinese, Japanese, and Islamic texts leading to additional courses on the cultural legacies of East and West. **EH**

Fordham U., Bronx, NY; John P. Entelis: \$168,000. To support an institute on the contemporary Middle East for 30 high school social studies teachers. **ES**

George Mason U., Fairfax, VA; Hung M. Nguyen: \$120,886. To conduct a five-week institute on the Vietnam War and its impact on American culture for 25 professors. **EH**

George Washington U., Washington, DC; Joan Chung-wen Shih: \$80,000. To produce a one-hour documentary on the Tang Dynasty of China, 618–906, as the pilot of a 13-part series on China's cultural history. **GN**

Indiana U. Press, Bloomington; Janet B. Rabinowitch: \$7,000. To publish a biography of Danish philosopher Soren Kierkegaard. **RP**

Johns Hopkins U. Press, Baltimore, MD; Eric Halpern: \$14,000. To publish a two-volume translation of Francis Petrarch's *Seniles*, 128 letters written in the last years of his life. **RP**

Johns Hopkins U. Press, Baltimore, MD; George F. Thompson: \$7,000. To publish a history of a maroon community in Suriname. **RP**

National Humanities Center, Research Triangle Park, NC; Richard R. Schramm: \$70,240 OR; \$23,400 FM. To support a three-week institute for 20 high school social studies teachers on the history of Latin America, India, and Africa. **ES**

New England Foundation for the Humanities, Boston, MA; Guy S. Hermann: \$30,725. To plan reading and discussion programs, publication of an anthology of readings, and development of program guides and bibliographies on Renaissance Europe. **GL**

Princeton U., NJ; Norman Itzkowitz: \$212,853. To conduct an institute on the history of the Ming and Ottoman empires for 36 high school social studies teachers. **ES**

Princeton U. Press, NJ; Margaret H. Case: \$7,000. To publish a study of the emergence of atheism in late 17th- and early 18th-century France. **RP**

Princeton U. Press, NJ; Margaret H. Case: \$7,000. To publish a comparative analysis of political and social change in eight Latin American countries in the late 19th and early 20th century. **RP**

Regents of the U. of Michigan, Ann Arbor; Margaret C. Root: \$24,095. To support an international conference on the Achaemenid Persian Empire, ca. 550–331 B.C. **RX**

Roanoke College, Salem, VA; Susan P. Millinger: \$148,000. To conduct a project preparing faculty members to teach nine new courses in Western civilization: three each in history, literature, and fine arts, using the *Iliad*, the *Divine Comedy*, *Henry IV*, *Faust*, and other classics. **EH**

Saint Mary's College, Winona, MN; William J. Medland: \$98,000 OR; \$50,000 FM. To enable faculty members to prepare a series of six humanities courses over the next three years. **EH**

Stanford U. Press, CA; Grant Barnes: \$7,000. To publish a study of peasant society in the Yangzi Delta of China over a period of 600 years. **RP**

Syracuse U. Press, NY; Cynthia Maude-Gemler: \$7,000. To publish a collection of essays on issues that shaped religious feeling, practice, art, and thought in the early Renaissance. **RP**

U. of California Press, Berkeley; Lynne E. With-ey: \$7,000. To publish a comprehensive history of the Hellenistic period, 323–30 B.C. **RP**

U. of Chicago Press, IL; Penelope J. Kaiserlian: \$7,000. To publish a catalogue of the Newberry Library's pre-1500 Western manuscript books. **RP**

U. of Florida, Gainesville; Stephen A. McKnight: \$150,000. To support a six-week institute for 25 professors on the role of science in intellectual, cultural, and political development from the 15th through the 17th centuries. **EH**

U. of Oregon, Eugene; David J. Curland: \$137,898. To conduct an institute on the literature and history of *fin de siecle* Austria for 26 high school social studies and German teachers. **ES**

U. of Pennsylvania Press, Philadelphia; Jerome Singer: \$7,000. To publish a social and economic history of the region around the Silesian city of Wroclaw between the late 12th and early 16th century. **RP**

WGBH Educational Foundation, Boston, MA; Peter S. McGhee: \$420,446. To produce a set of documentaries on Charles de Gaulle. **GN**

History—U.S.

American Frontier Film Project, Inc., Wilmington, NC; Robert B. Toplin: \$91,001. To develop a seven-part documentary series about the trans-Mississippi frontier. **GN**

California State U., Chico Foundation; Joanna Cowden: \$140,000. To support an institute on the Civil War and Reconstruction for 25 middle and high school history teachers. **ES**

Carnegie-Mellon U., Pittsburgh, PA; Peter N. Stearns: \$152,458. To conduct an institute on American social and cultural history for 35 high school history teachers. **ES**

Chicago Historical Society, IL; Russell L. Lewis: \$32,067 OR; \$10,000 FM. To support a conference on the history of American cities. **RX**

Constitutional Rights Foundation, Los Angeles, CA; Paul Von Blum: \$21,266. To plan activities leading to the development of programs in California on World War II and the home front. **GP**

ETV Endowment of South Carolina, Inc., Spartanburg; Daniel B. Polin: \$50,000. To script a one-hour documentary on George Marshall. **GN**

Howard Community College Education Foundation, Inc., Columbia, MD; Virginia K. Kirk: \$20,000. To plan a one-hour documentary on Gilded Age financier and railroad tycoon Jay Gould. **GN**

SUNY Research Foundation/College at Brockport, NY; Lynn Hudson Parsons: \$18,545. To plan activities leading to public programs on World War II. **GP**

Social Science Education Consortium, Inc., Boulder, CO; James R. Giese: \$154,342. To conduct a four-week institute for 30 high school social studies teachers on American history and culture during the early national period. **ES**

U. of North Carolina Press, Chapel Hill; Lewis A. Bateman: \$7,000. To publish a comparative study of four southern cities in the post-Civil War period. **RP**

U. of Vermont, Burlington; George B. Bryan: \$187,810. To conduct lectures, panel discussions, exhibitions, field trips, and publication of a book of essays and ancillary literature about Vermont history and culture. **GL**

Virginia Historical Society, Richmond; Virginius C. Hall, Jr.: \$37,812. To plan an exhibition on the social and economic impact of World War II in Virginia. **GL**

WGBH Educational Foundation, Boston, MA; Judy Crichton: \$100,303. To produce a one-hour documentary on aviation pioneer Charles Lindbergh, 1902–74. **GN**

WGBH Educational Foundation, Boston, MA; Peter S. McGhee: \$25,000 OR; \$25,000 FM. To script one program in a five-part film series on the environmental history of North America. **GN**

Wolfe-Carter Productions, Inc., Birmingham, AL; George H. Wolfe: \$20,000. To plan a 90-minute dramatic film about the entry of the United States into World War I. **GN**

Yale U. Press, New Haven, CT; Mary Alice Galigan: \$7,000. To publish the fourth of five volumes of the papers of Frederick Douglass. **RP**

Interdisciplinary

American Association of Community and Junior Colleges, Washington, DC; James F. Gollatscheck: \$280,000. To support a conference on exemplary humanities projects at two-year institutions and provide participants a follow-up mentoring service, newsletter, and case-study publication. **EH**

American Schools of Oriental Research, Baltimore, MD; Seymour Gitin: \$57,456. To conduct postdoctoral research fellowships at the Albright Institute of Archaeological Research in Jerusalem. **RA**

Amherst-Pelham Regional School District, MA; Wendy M. Kohler: \$92,757. To support an institute on Emily Dickinson for 25 high school English and social studies teachers. **ES**

Arizona State U., Tempe; Julianne Schober: \$100,000. To enable faculty members to prepare or revise undergraduate courses on Southeast Asian societies. **EH**

Butler U., Indianapolis, IN; Lynn F. Kloesel: \$62,158. To support study of Islamic culture by 25 faculty members leading to preparation of a unit on Islam in a course on world cultures. **EH**

Carthage College, Kenosha, WI; Donald M. Michie: \$50,000. To prepare four interdisciplinary freshman and sophomore seminars on the Western tradition. **EH**

City Lore, NYC; Eric D. Burns: \$25,000. To script a one-hour documentary on the history of Coney Island and its significance as a symbol of changing cultural and social values. **GN**

College of the Holy Cross, Worcester, MA; David L. Schaefer: \$190,000. To conduct a four-week institute on the relationship between classical political thought and the U.S. Constitution for 30 high school teachers. **ES**

Columbia U., NYC; Ehsan O. Yarshater: \$100,000. To work on the *Encyclopaedia Iranica*, a reference book on the history and culture of the Iranian peoples. **RT**

Cornell U., Ithaca, NY; Billie Jean Isbell: \$200,000. To support a seven-week institute and a three-day workshop for 25 faculty members on Andean culture and its transformations before and after European contact. **EH**

Cornell U. Press, Ithaca, NY; Peter A. Agree: \$7,000. To publish a social and architectural history of apartment buildings as a new form of housing in New York City in the late 19th century. **RP**

Dartmouth College, Hanover, NH; Shalom L. Goldman: \$16,712. To conduct a conference on the historical, literary, and theological aspects of Hebrew study in colonial America. **RX**

Department of Arkansas Heritage, Little Rock; Ken R. Hubbell: \$125,756. To develop an exhibition and catalogue on the history and culture of the Arkansas Delta. **GP**

ETV Endowment of South Carolina, Inc., Spartanburg; Calvin L. Skaggs: \$1,000,250. To produce a five-hour dramatic miniseries based on the James family: William, 1842–1910; Henry, 1843–1916; and Alice, 1848–92. **GN**

Emporia State U., KS; Henry B. Stewart: \$28,765. To support programs in public libraries in Dorado, Emporia, and Manhattan on the myths and realities of the late 19th-century cattle culture in Kansas. **GL**

Essex Community College, Baltimore, MD; Peter D. Adams: \$100,000. To design two core Western civilization courses. **EH**

Five Colleges, Inc., Amherst, MA; Daniel K. Gardner: \$158,588. To conduct an institute on Confucianism and its impact on China, Korea, and Japan for 30 social studies teachers and high school librarians from New England. **ES**

Franklin and Eleanor Roosevelt Institute, Hyde Park, NY; John F. Sears: \$115,630. To support a three-week institute for 30 social studies teachers on American history from the Depression through World War II. **ES**

Iowa State U., Ames; Alan I. Marcus: \$150,000. To conduct an institute for 25 professors on the history of American science and technology and its incorporation into liberal arts curricula. **EH**

Johns Hopkins U., Baltimore, MD; George B. Udvarhelyi: \$150,000 OR; \$150,000 FM. To support programs on the history of ideas within a medical school setting. **GP**

National Humanities Center, Research Triangle Park, NC; Richard R. Schramm: \$70,240 OR; \$23,400 FM. To conduct an institute for 20 high school English teachers on the relationship between literature and its public audience. **ES**

National Public Radio, Washington, DC; Adam C. Powell: \$20,000. To plan a series of four

half-hour radio documentaries on the Jewish community in Shanghai during World War II and its relationships with the Chinese and with the Japanese occupiers. **GN**
Newberry Library, Chicago, IL; Frederick E. Hoxie: \$225,000 OR; \$60,000 FM. To support 12 four-day workshops for 180 teachers on the use of documentary sources in the study of American Indian history. **EH**
Newberry Library, Chicago, IL; Clara Sue Kidwell: \$119,320. To conduct a five-week institute for 25 professors on American Indian histories drawn from written and oral accounts, art traditions, and time and space concepts. **EH**
Newberry Library, Chicago, IL; Frederick F. Hoxie: \$20,517. To plan an exhibition on American Indian cultures and their encounters with Europeans before the Columbian voyages. **GL**
Ohio State U. Research Foundation, Columbus; Stephen J. Summerhill: \$50,000. To foster use by American scholars of the Archivo General de Indias in Seville and other repositories of information about the Spanish discovery, exploration, and colonization of the New World. **RI**
Oklahoma Library Association, Edmond; Jennifer L. Kidney: \$127,923. To conduct reading and discussion programs at libraries in Oklahoma, creation of three new theme packages, training for participating scholars, and publicity materials. **GL**
Oregon International Council, Salem; Nancy C. Hull: \$292,603. To support two four-week institutes for 30 elementary and high school teachers on the history of China and India. **ES**
Piedmont Bioregional Institute, Chapel Hill, NC; William L. Cummings: \$30,518. To plan a series of public programs on John Lawson's early exploration of North and South Carolina. **GP**
Public Library of Steubenville/Jefferson Co., OH; Nancy N. Conner: \$10,974. To plan reading and discussion programs on the literature and history of the Ohio River region. **GL**
Rogers State College, Claremore, OK; Rachel M. Caldwell: \$44,926. To conduct a year's study of myth, religion, and culture, including a four-week summer workshop, for 15 faculty members. **EH**
Southern Connecticut Library Council, Wallingford; Barbara A. Rader: \$194,540. To support reading and discussion programs in 60 libraries, providing librarians and scholars with program experience and data for a model library humanities program. **GL**
Straight Ahead Pictures, Inc., Conway, MA; Laurie S. Block: \$452,052. To produce a one-hour documentary on the history of American concern with physical fitness. **GN**
U. of Arizona, Tucson; Richard L. Poss: \$138,126. To conduct a project for 24 professors on six topics in art history for incorporation into three humanities courses. **EH**
U. of Chicago Press, IL; Susan E. Abrams: \$7,000. To publish a history of pre-Darwinian ideas of evolutionary progress in biology and their impact on the social and political reform movements of early 19th-century Britain. **RP**
U. of New Mexico, Albuquerque; Gilbert W. Merckx: \$161,038. To support a traveling panel exhibition, public lectures, and an interpretive booklet on the history of the Camino Real. **GP**
U. of Utah, Salt Lake City; Wilfred D. Samuels: \$28,670. To conduct an interdisciplinary conference on the African-American literary tradition from its beginnings in the slave narrative, using the autobiography of Olaudah Equiano as the focus. **RX**
WETA-TV, Washington, DC; Tamara E. Robinson: \$477,334. To produce a 90-minute documentary on Lee de Forest, Edwin Harvard Armstrong, and David Sarnoff, who invented, manufactured, and created the world of radio. **GN**
Yale U. Press, New Haven, CT; Charles H. Grench: \$7,000. To publish a study of cowboy culture and the mythology of the cowboy in the Western hemisphere. **RP**

Jurisprudence

U. of North Carolina Press, Chapel Hill; Lewis A. Bateman: \$7,000. To publish a two-volume edition of the unpublished legal papers of Lord Mansfield, chief justice of King's Bench and close advisor to George III. **RP**

Language and Linguistics

Ball State U., Muncie, IN; Rita M. Gardiol: \$110,416. To support a collaborative project on Japanese literature and culture including a five-week institute—two weeks to be held in Japan—for 13 Indiana high school teachers. **ES**
Texas A&M Research Foundation, College Station; Barbara Johnstone: \$24,781 OR; \$3,000 FM. To conduct a conference on the forms and functions of repetition in discourse. **RX**
U. of Colorado, Boulder; Paul M. Levitt: \$166,916. To support a four-week institute on close reading of and argumentative writing about literature for 30 high school teachers. **ES**
U. of Texas Press, Austin; Theresa J. May: \$7,000. To publish a systematic description of the history of Quechua, a language spoken in Peru. **RP**
Villanova U., PA; Harriet Goldberg: \$99,625. To conduct an institute on Spanish medieval ballads for 25 high school Spanish teachers. **ES**







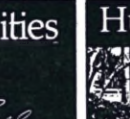





Literature

American U., Washington, DC; Betty T. Bennett: \$150,000. To support a four-week institute for 25 professors on the intellectual, historical, and aesthetic transitions between the second generation of English romanticism and the Victorian era. **EH**
Bay Area Radio Drama, Berkeley, CA; Erik Bauersfeld: \$100,554. To conduct the adaptation, production, and broadcast of Eugene O'Neill's play *Emperor Jones*. **GN**
Brookline Public Schools, MA; Naomi Gordon: \$159,045. To support a four-week institute for 35 high school English teachers on rhetorical strategies in literature. **ES**
Brown U., Providence, RI; Julio C. Ortega: \$136,000. To conduct a four-week institute for 30 professors on indigenous and Spanish writing in the New World from the colonial period to the present. **EH**
Community Television of Southern California, Los Angeles; Ricki Franklin: \$47,102. To script a six-part dramatic TV series based on William Dean Howells's *A Hazard of New Fortunes*. **GN**
Dartmouth College, Hanover, NH; Barry P. Scherr: \$18,421 OR; \$1,000 FM. To support an international conference on Russian poet Anna Akhmatova and the influence of the poetic circle at Tzarkoe Selo at the turn of the century. **RX**
Duke U. Press, Durham, NC; Joanne Ferguson: \$14,000. To publish three volumes in an edition of the collected letters of Thomas and Jane Welsh Carlyle. **RP**
East Tennessee State U., Johnson City; Roberta T. Herrin: \$250,000. To conduct a four-week institute on children's fantasy literature for librarians and teachers of grades two through seven in Appalachia. **ES**
Folger Shakespeare Library, Washington, DC; Margaret H. O'Brien: \$200,000. To support, in collaboration with Georgetown University and the Royal Shakespeare Company, a four-week institute for 25 high school teachers, to be held in Washington, D.C., and London, on three Shakespeare tragedies. **ES**
Harvard U., Cambridge, MA; Patrick D. Hanan: \$31,676 OR; \$2,000 FM. To conduct a conference on post-Mao Chinese literature and its antecedents in the literature of the May Fourth Movement, ca. 1919–30. **RX**
Idaho State Library, Boise; Peggy McClendon: \$73,210. To support reading and discussion programs on 12 themes at new sites in Idaho. **GL**
KCRW Foundation, Santa Monica, CA; Marjorie R. Leet: \$76,600. To produce, promote, and distribute 13 half-hour radio programs in which major contemporary authors read their short stories and comment on the creative process. **GN**
Modern Poetry Association, Chicago, IL; Joseph A. Parisi: \$148,712. To produce 12 half-hour radio programs and 26 shorter modules tracing the development of American poetry since World War II through interviews with and readings by 13 major poets. **GN**
New York Center for Visual History, NYC; Jill Janows: \$517,654. To produce a one-hour documentary about poet Anna Akhmatova, 1889–1966, the first in a five-part series about individual Russian artists of the modernist period. **GN**
New York Foundation for the Arts, NYC; Karen Thorsen: \$50,250 OR; \$15,000 FM. To conduct postproduction of a 90-minute documentary about James Baldwin. **GN**
Northwestern U., Evanston, IL; Albert R. Ascoli: \$141,800. To support a six-week institute for 25 teachers of European literature on two 16th-century epics: *Orlando Furioso* by Ludovico Ariosto and *Gerusalemme Liberata* by Torquato Tasso. **EH**
Oregon State U., Corvallis; Laura P. Rice-Sayre: \$84,500. To conduct a seminar preparing faculty members to teach four epics from non-Western cultures: *Popol Vuh: The Mayan Book of the Dead*; *The Ramayana*, 600 B.C., India; *Sundaita: An Epic of Old Mali*; and the Sumerian epic *Gilgamesh*. **EH**
Otherworld Children's Media, Freeland, WA; Judith A. Walcutt: \$38,000. To script a radio dramatization of Jonathan Swift's *Gulliver's Travels* in two 90-minute episodes and of shorter documentary modules on Swift. **GN**
Princeton U., NJ; Thomas P. Roche: \$39,431 OR; \$5,500 FM. To support an international conference on Edmund Spenser's *The Faerie Queene*. **RX**
Princeton U. Press, NJ; Margaret H. Case: \$7,000. To publish the third volume of *The Ramayana*, an epic poem central to the Hindu tradition. **RP**
Shakespeare & Company, Lenox, MA; Beatrice K. Nelson: \$504,000. To conduct a three-year study of the content, performance, and production of selected Shakespeare plays for 90 high school English teachers. **ES**
Stanford U. Press, CA; Grant Barnes: \$7,000. To publish a study of the development of Chinese prose style in the 20th century. **RP**
U. of California Press, Berkeley; Lynne E. Withney: \$7,000. To publish a translation of the first classical Chinese novel. **RP**
U. of Missouri Press, Columbia; Susan M. Denry: \$7,000. To publish the first of three volumes in an edition of the topical notebooks of Ralph Waldo Emerson. **RP**
U. of North Carolina Press, Chapel Hill; Lewis A. Bateman: \$14,000. To publish Alexander Hamilton's *The History of the Tuesday Club*, a three-volume satirical novel written in the 18th century. **RP**
U. of Northern Colorado, Greeley; John Loftis: \$154,038. To support a four-week institute on classical Greek drama for 36 Colorado high school English and social studies teachers. **ES**
U. of Pennsylvania, Philadelphia; Robert A. Kraft: \$50,000 OR; \$75,000 FM. To complete the Computer Accessible Tools for Septuagint Studies (CATSS), a computerized data base of ancient Greek and Hebrew scriptures. **RT**
U. of Texas Press, Austin; Frankie W. Westbrook: \$7,000. To publish a translation of two early works by Mikhail Bakhtin. **RP**
U. of Wisconsin, Madison; Ullrich G. Langer: \$13,076. To conduct a conference on medieval

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Institutes for College and University Faculty—Barbara A. Ashbrook, 786-0380	April 1, 1990	October 1, 1990
Core Curriculum Projects—Frank Frankfort 786-0380	April 1, 1990	October 1, 1990
Two-Year Colleges—Judith Jeffrey Howard 786-0380	April 1, 1990	October 1, 1990
Elementary and Secondary Education in the Humanities—Ralph Canevali 786-0377	March 15, 1990	January 1991
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Division of Fellowships and Seminars—Guinevere L. Griest, Director 786-0458

Fellowships for University Teachers—Maben D. Herring 786-0466	June 1, 1990	January 1, 1991
Fellowships for College Teachers and Independent Scholars—Karen Fuglie 786-0466	June 1, 1990	January 1, 1991
Fellowships on the Foundations of American Society—Maben D. Herring, 786-0466	June 1, 1990	January 1, 1991
Summer Stipends—Joseph B. Neville 786-0466	October 1, 1990	May 1, 1991
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Participants	March 1, 1990	Summer 1990
Directors	March 1, 1990	Summer 1991
Summer Seminars for School Teachers—Michael Hall 786-0463		
Participants	March 1, 1990	Summer 1990
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Office of Challenge Grants—Harold Cannon, Director 786-0361

Distinguished Teaching Professorships	January 19, 1990	December 1, 1989
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Office of Preservation—George F. Farr, Jr., Director 786-0570

Preservation—George F. Farr, Jr. 786-0570	June 1, 1990	January 1, 1991
U.S. Newspaper Program—Jeffrey Field 786-0570	June 1, 1990	January 1, 1991

DEADLINES

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Division of General Programs —Donald Gibson, Director 786-0267		
Humanities Projects in Media—James Dougherty 786-0278	March 16, 1990	October 1, 1990
Humanities Projects in Museums and Historical Organizations—Marsha Semmel 786-0284	June 8, 1990	January 1, 1991
Public Humanities Projects—Wilsonia Cherry 786-0271	March 16, 1990	October 1, 1990
Humanities Projects in Libraries—Thomas Phelps 786-0271		
Planning	February 2, 1990	July 1, 1990
Implementation	March 16, 1990	October 1, 1990

Division of Research Programs

—Richard Ekman, Director 786-0200

Texts —Margot Backas 786-0207		
Editions—David Nichols 786-0207	June 1, 1990	April 1, 1991
Translations—Martha Chomiak 786-0207	June 1, 1990	April 1, 1991
Publication Subvention—Gordon McKinney 786-0207	April 1, 1990	October 1, 1990
Reference Materials —Jane Rosenberg 786-0358		
Tools—Helen Agüera 786-0358	September 1, 1990	July 1, 1991
Access—Jane Rosenberg 786-0358	September 1, 1990	July 1, 1991
Interpretive Research —Irving Buchen 786-0210		
Projects—David Wise 786-0210	October 15, 1990	July 1, 1991
Humanities, Science, and Technology—Daniel Jones 786-0210	October 15, 1990	July 1, 1991
Conferences —Christine Kalke 786-0204	January 15, 1990	February 1, 1991
Centers for Advanced Study —David Coder 786-0204	December 1, 1990	July 1, 1991
International Research —David Coder 786-0204	March 15, 1990	January 1, 1991

Division of State Programs

—Marjorie A. Berlincourt, Director 786-0254

Each state humanities council establishes its own grant guidelines and application deadlines. Addresses and telephone numbers of these state programs may be obtained from the division.

Guidelines are available from the Office of Publications and Public Affairs by calling 202/786-0438 two months in advance of the application deadlines.

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